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ABSTRACT

As part of the Asian American Bilingual Center (AABC) Pilipino Language Arts Program, a curriculum suitable for students in kindergarten is presented. The program is geared both to the immigrant Filipino child and to the American-born Filipino child who learned to speak Pilipino at home, and includes kits that emphasize the AABC's major concepts: identity, needs, and interaction. The "Identity Kit" includes: (1) a teacher's handbook that includes a math handbook, reading/language arts handbook, lessons, games, worksheets, and resource materials; (2) a student workbook; and (3) a teacher's answer key. Four themes are stressed in this bilingual program: child, family, community, and natural environment. The emphasis in kindergarten is on self- discovery. Each theme reappears and expands through the curriculum from one level to the next in increasing complexity. (LB)

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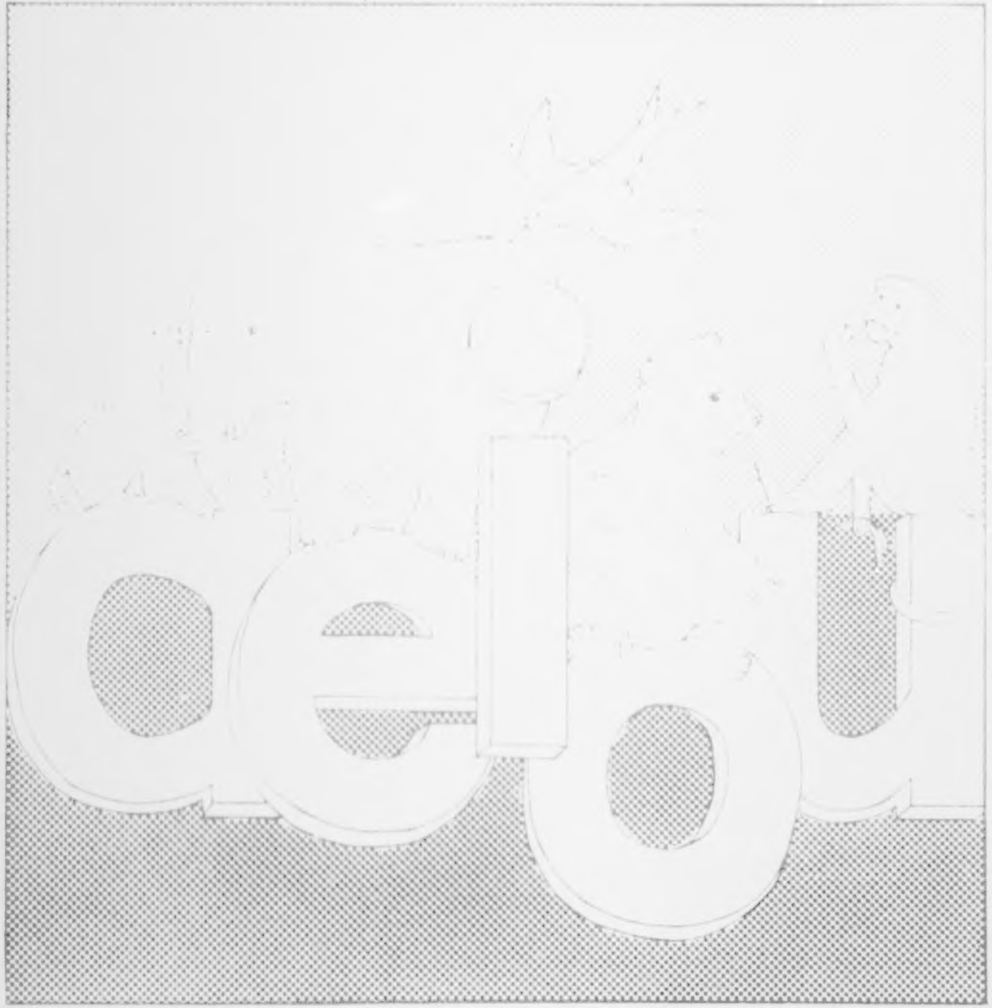
Sining ng Wika Pangkindergarten
Hanbuk ng Guro

Kindergarten Language Arts/Teacher's Handbook



Pagkakakilanlan
Identity

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ASIAN AMERICAN BILINGUAL CENTER

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Kindergarten Language Arts Teacher's Handbook

Identity

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INTRODUCTION

The Asian American Bilingual Center curriculum attempts to foster the total growth of the child. This goal is based on the belief that the child's cognitive development is inseparable from the child's social, affective, and psychomotor development.

In order to facilitate the child's total growth, the Center has selected an interdisciplinary approach to curriculum development. Thus the Center curriculum is integrated rather than segmented into traditional subject areas. Social studies has been selected as the core of the Center curriculum design. Social studies themes and concepts provide the framework within which all the subject areas - math, reading/language arts, fine arts, and science - are organized.

The four social studies themes are: CHILD, FAMILY, COMMUNITY, and NATURAL ENVIRONMENT. These themes spiral, that is, reappear and expand, through the curriculum from one grade level to the next. In addition, in each grade, one or more aspects of a theme receive greater focus than the others as the child gradually moves from simple to complex ideas and from understanding of self to the understanding of people in other communities.

GRADE	CHILD	FAMILY	COMMUNITY	NATURAL ENVIRONMENT
KINDERGARTEN	*SELF-DISCOVERY	THE CHILD'S FAMILY	CLASSROOM	ECOLOGY
FIRST	SELF-AWARENESS	*OTHER FAMILIES	*SCHOOL	ECOLOGY
SECOND	SELF-WORTH	*WORK AND THE FAMILY	*NEIGHBORHOOD	ECOLOGY
THIRD	SELF-DETERMINATION	*HISTORY AND THE FAMILY	*ETHNIC COMMUNITY	*ECOLOGY

(*the emphasis within each grade)

Interfaced with the four themes are the concepts: IDENTITY, NEEDS, AND INTERACTION.

IDENTITY

A strong and positive self-concept is a vital and necessary part of every child's life. It is integral to the development and growth of the child's intellectual, emotional, social, and physical capabilities. It stems from the child's confident recognition of his uniqueness as an individual, as a person of ethnic culture and history, and of his family and community membership. It results in the development of a self-determining child, one who is increasingly able to make decisions, solve problems, and make an impact on others and on the environment in a creative, responsible, and concerned manner.

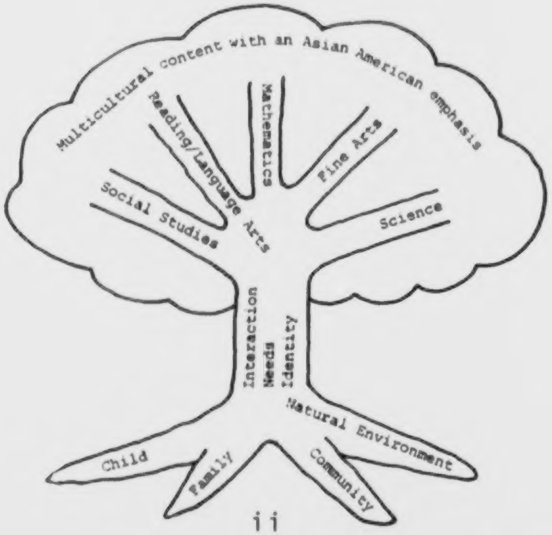
NEEDS

A self-managing child clearly perceives and analyzes his physical, social, and economic wants and needs. He explores and becomes skilled in the use of his human and environmental resources with which to fulfill these needs. The child is knowledgeable about how people and other living things must work together to fulfill the needs of each other and operates competently in that cooperative effort.

INTERACTION

In order to function effectively with people and within the environment, the child recognizes the necessity and value of interdependence. The child is aware of and respects the values, feelings, and rights of others. He understands the impact made upon him by others and factors in the environment and in turn is able to make an impact on them. The child is perceptive and analytical in his interactions. He deals with problems, conflicts, and changes with reason and initiative. Skilled in verbal and non-verbal communication, the child understands cause and effect and functions in and appreciates cooperative efforts and collective decision-making. The child's actions and interactions reflect his concept of himself as an individual and as a member of the community. They express his culture and history. Thus, it can be seen that IDENTITY, NEEDS, and INTERACTION are closely interwoven.

The content of the curriculum within the guidelines established above is multicultural with an Asian American emphasis. In establishing the expected student outcomes of each unit, particular attention has been given to the inclusion of the skills of clarifying and analyzing values, feelings, and attitudes.


Multicultural content with an Asian American emphasis
Reading/Language Arts
Mathematics
Fine Arts
Social Studies
Science
Interaction
Needs
Identity
Natural Environment
Child
Family
Community

The Center's curriculum is packaged into three kits per grade level. Each kit carries the name of one of the Center's major concepts: Identity Kit, Needs Kit, and Interaction Kit. Each kit contains:

1. a teacher's guide
2. a teacher's resource book
3. a teacher's math handbook
4. a teacher's reading/language arts handbook
5. student math workbooks
6. student reading/language arts workbooks
7. charts
8. storybooks
9. a volume of basal readers (beginning in first grade)

Each guide and handbook provides the teacher with sequential conceptual statements, objectives, and activities. Instructional materials such as learning centers, games, teaching pictures, and worksheets are packaged in the teacher's resource book. All the materials in a kit are cross-referenced and/or coded for easy use.

PASIMULA

Ang kurikulum ng Dalwikang Sentro ng Asyanong Amerikano ay nagsisikap na pagyamanin ang pagsulong ng bata. Ang layuning ito ay nababatay sa paniniwala na ang kognitibong kalinangan ng bata ay hindi maihihiwalay sa kalinangang sosyal, apektibo at sikomotor ng bata.

Upang mapadali ang pagsulong ng bata, ng Sentro ay pumili ng isang paglapit na interdisiplinaryo sa paglinang ng kurikulum. Kaya ang kurikulum ng Sentro ay isinama sa halip na binahagi sa tradisyonal na paksang larangan.

Ang araling panlipunan ay napili upang maging buod ng kurikulum ng Sentro. Ang paksa at kaisipan ng araling panlipunan ang naging balangkas upang ang lahat ng larangan ng kapaksaan--matematika, sining ng wika/pagbasa, sining at agham--ay maitatag.

Ang apat na paksa ng araling panlipunan ay: BATA, PAMILYA, PAMAYANAN at LIKAS NA KAPALIGIRAN. Ang maga paksandiwa ay lumilikaw, ang ibig sabihin, ay lumilitaw muli at lumalawak, sa kabuuan ng kurikulum mula sa isang antas hanggang sa susunod. Karagdagan nito, sa bawat baitang, isa o dalawang panig ng paksa ang tumanggap ng mas malaking pokus kaysa sa iba habang ang bata ay unti-unting lumilipat mula sa isang simple hanggang sa masalimuot na kaisipan at mula sa pag-unawa sa sarili hanggang sa pag-unawa sa mga tao sa pamayanan.

BAITANG	BATA	PAMILYA	PAMAYANAN	LIKAS NA KAPALIGIRAN
	*PAGKATUKLAS SA SARILI	ANG PAMILYA NG BATA	SILID-ARALAN	PALAMUHAYAN
UNA	PAGKABATID SA SARILI	*IBANG PAMILYA	*PAARALAN	PALAMUHAYAN
IKALAWA	PAGPAPAHALAGA SA SARILI	*GAWAIN AT PAMILA	*KAPITBAHAYAN	PALAMUHAYAN
IKATLO	PANSARILING PAGPUPUNYAGI	*KASAYSAYAN AT PAMILYA	*LAHIING PAMAYANAN	*PALAMUHAYAN

(*ang diin sa bawat klase)

Nakasama sa apat na paksandiwa ang mga kaisipang: PAGKAKAKILANLAN, PANGANGAILANGAN at PAKIKISALAMUHA.

PAGKAKAKILANLAN

Ang isang matatag at tiyak na pagtingin sa sarili ay kailangang-kailangan at mahalagang bahagi sa buhay ng bawat bata. Ito ay mahalaga sa paglinang at pagsulong ng pang-isipan, pandamdamin, panlipunan at pangkatawang kakayahan ng bata. Ito ay nagmumula sa tiyak na pagkakilala ng bata sa kanyang pagiging bukod-tanging indibiduwal, isang nilikha na may lahiing kultura at kasaysayan, at sa pagkakaanib niya sa pamilya at pamayanan. Ito ay nagbubunga sa paglinang ng isang batang may sariling pagpupunyagi, may kakayahang gumawa ng mga kapasiyahan, lumutas ng mga problema at gumawa ng isang mariing impresiyon sa iba at sa kanyang kapaligiran sa isang malikhain, responsable at mabahalang gawi.

PANGANGAILANGAN

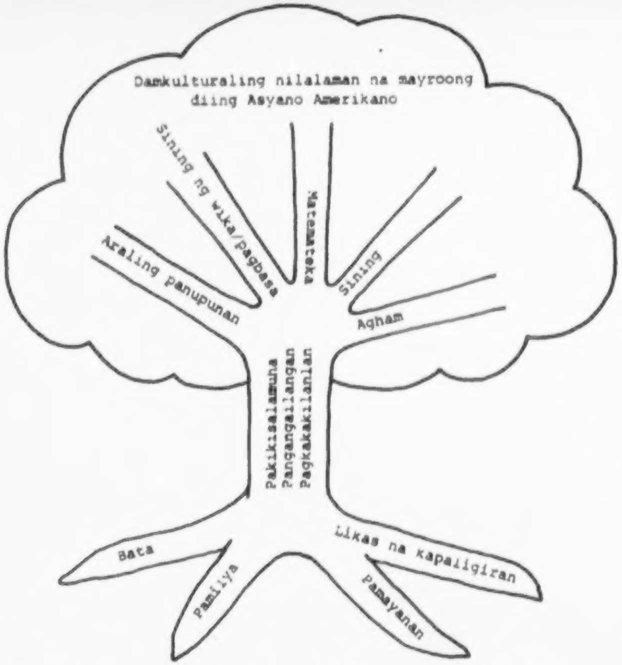
Ang isang batang may sariling-pangangasiwa ay maliwanang na napaghuhulo at nasusuri ang kanyang pangkatawan, panlipunan at pang-ekonomikong pangangailangan at kagustuhan. Sinasaliksik niya at nasasanay siya sa paggamit ng kanyang pantao at pampaligirang yaman upang matupad ang lahat ng pangangailangang ito. Nauunawaan ng bata kung paano ang mga tao at lahat ng mga may buhay na nangakapaligid sa kanya ay nagtulong-tulong upang matupad ang mga pangangailangan ng bawat isa at gumawa nang mahusay sa ikabubuti ng pagtutulungang ito.

PAKIKISALAMUHA

Upang mabisang makapanungkulan sa mga tao at sa kapaligiran, nakikilala ng bata ang kanyang pangangailangan at kahalagahan ng pagtutulungan. Batid ng bata at iginagalang ang kahalagahan, damamin at karapatan ng kapwa. Nauunawaan niya ang lakas na nagagawa sa kanila. Hinaharap niya ang mga problema, salungatan at pagbabago sa katwiran at kakusaan. Sanay sa bigkasin at di-bigkasing komunikasyon, nauunawaan niya ang dahilan at epekto at bisa at pinahahalagahan ang mapunyaging pagtutulungan at sama-samang pagpapasiya. Ang mga kilos at pakikisalamuha ng bata ay nag-lalarawan ng kanyang pagtingin sa sarili na isang indibiduwal at isang kasapi ng pamayanan. Ipinahahayag nila ang kanyang kultura at kasaysayan. Kaya, makikita na ang PAGKAKAKILANLAN, PANGANGAILANGAN at PAKIKISALMUHA ay magkakaugnay na mabuti.

Ang nilalaman ng kurikulum sa loob ng mga takdang guhit na itinatag sa itaas ay Asyano Amerikano na mayroong damkulturaling diin.

Upang maitatag ang inaasahang bunga sa bawat isahin, isang partikular na atensiyon ang ibinigay sa paglalakip ng mga kasanayan sa paglilinaw at pagsusuri ng mga kahalgahan, damdamin at saloobin.


Damkulturaling nilalaman na mayroong diing Asyano Amerikano
Sining ng wika/pagbasa
Matematika
Araling panupunan
Sining
Agham
Pakikisalamuha
Pangangailangan
Pagkakakilanlan
Bata
Pamiliya
Likas na kapaligiran
Pamayanan

Ang kurikulum ng Sentro ay nakapakete sa tatlong kit bawat baitang. Bawat kit ay nagdadala sa isa sa mga kalakhang kaispan ng Sentro: kit ng pangangailangan, kit ng pagkakakilanlan, at kit ng pakikisalamuha. Bawat kit ay naglalaman ng:

1. patnubay ng guro
2. hanguang aklat ng guro
3. hanbuk sa matematika ng guro
4. hanbuk sa sining ng wika/pagbasa
5. gawaing aklat sa matematika
6. gawaing aklat sa sining ng wika/pagbasa
7. tsart
8. aklat ng kuwento
9. isang sipi ng mga panimulang aklat

Bawat patnubay at hanbuk ay naghahanda para sa guro ng sunod-sunod na mga pangisipang pangungusap layunin at gawain. Ang mga pampagtuturong kagamitan tulad ng pampagkatutong sentro, laro, larawang pampagtuturo, gawaing papel ay nakapakete sa hanguang aklat ng guro. Lahat ng mga kagamitan sa kit ay may bagtas-sangguni at/o may kodigo para sa madaling paggamit.

THE PILIPINO READING-LANGUAGE ARTS PROGRAM

AN OVERVIEW

Bilingual education is predicated on the belief that language minority students have a right to equal and quality education, and that the best means of achieving this is to employ the native language of the limited English-speaking child as a basis for learning in school.

Teaching the child his native language is an important aspect of bilingual education. Contact with his native culture, which a knowledge of the language makes possible, will instill in the child a sense of cultural pride, and the resulting positive self-concept will make him a better learner at school.

Upon such a premise, the Asian-American Bilingual Center has developed the Kindergarten Pilipino Reading-Language Arts Program. It is an instructional program geared to both immigrant Filipino children and Filipino children born in the United States who have learned to speak their native language at home. It aims to provide opportunities in developing skills in the Pilipino language and in maintaining a link with the native culture.

Why is there a need for usch a program when there is a wealth of material available from the Philippines that would teach a child to read the Pilipino language?

First, the Filipino-American child's situation is one that is quite different from that of his counterpart in the Philipines. While a child in the Philippines receives constant reinforcement in his own language from the environment around him, the Filipino-American would most probably receive it only at home. Elsewhere, English is the dominant language, the language he must eventually acquire in school in order to function as a member of American society.

Second, the content of materials from the Philippines is intrinsically Filipino, much of which may not be relevant or applicable to the Filipino-American child's experience.

What the Filipino-American child needs is material tailor-made for his needs. The content of this material should enable him to acquire skills in his own language while learning about his new environment, the multi-ethnic society around him, and the different situations he might find himself in.

The main thrust of this program developed by the AABC for the Filipino-American child is on the four areas of language development: listening, speaking, reading and writing. It is a highly integrated curriculum consisting of activities geared toward bringing together various aspects of the child's learning objectives.

THE CONTENT (Identity)

The content of the Identity part of the program consists of Reading Readiness activities that will help develop the child's listening and oral skills, and prepare him for future reading tasks. Particular attention has been given to three of the factors that contribute to readiness for reading: language development, visual discrimination and auditory discrimination.

Readiness, as defined by Clifford L. Bush and Mildred H. Huebner in their book, Strategies for Reading in the Elementary School, is "a state of preparedness for a task at hand." This new task is learning to read. It is an accepted fact that readiness for reading involves a number of factors affecting a child's growth and maturity, and a well-thought out program should take note of an consider these factors in order to bring the child to that "state of preparedness."

The AABC program aims to achieve this by providing a variety of concept- and skill-building activities that have a direct bearing upon reading.

For oral language development, topics for discussion, as well as the listening and oral vocabulary related to those topics, are provided by the Center's Concept Organization Plan which serves as the interdisciplinary framework of the total AABC curriculum. This framework is followed very closely, and in the process, the language arts program is integrated with the other areas of the AABC curriculum. This integration is one of the Center's primary goals.

In this Identity handbook, the units are: Self-Discovery and Groups. Each week's topic is presented through a story, a poem, pictures or rhymes that in turn lead to discussions. The oral vocabulary suggested on the front page introducing each day's lesson is determined by the topic being discussed. These words should be taught by the teacher and used during the discussion.

As a guide in planning this pre-reading program, the Berkeley Unified School District's Reading Management System was used. This consists of charts indicating various skills a child has to master from kindergarten to sixth grade. The following pre-reading developmental skills are introduced in the Identity units: body awareness, visual motor, visual perception, visual memory, auditory perception and auditory memory. The following comprehension skills are also introduced: appreciation of literature, recognition of details, imagery and recognition of sequence.

It is assumed that in a regular kindergarten classroom, reading readiness occurs everyday in English. While it is not our aim to try to duplicate readiness activities that the children may have had, or are having, in English, it is our desire nonetheless to provide the children with an opportunity to learn, build and experience these concepts and skills in their native language. Hence, reading readiness in Pilipino should be viewed as an enrichment to the development of the child.

To carry out the program, the teacher will find useful the Notes to the Teacher that follow this introduction.

NOTES TO THE TEACHER

The Kindergarten Reading-Language Arts program is designed for small group instruction in maintenance bilingual programs that serve children with an adequate command of the Pilipino language. Each day's lesson, ideally, should cover a half-hour period. The program is meant to be part of a total Philipino *bilingual* curriculum in a classroom.

Instruction may be conducted only in Pilipino or in both Pilipino and English, according to the language proficiency of the children. In instances where the children may be more familiar with the English translation of the vocabulary, a bilingual approach may be more suitable. Because it is difficult to determine the pace at which children progress in a week, Friday activities have been kept brief to accomodate a carry over of activities from previous days.

Each day's lesson is introduced by a front page that contains all the information that a teacher has to know before teaching. The page is divided into six boxes:

Objectives

The performance objectives that correspond to the day's activities are listed in sequence.

Materials

A list of materials supplied by AABC is provided. The teacher should have these materials ready before teaching the lessons. Under the heading *Other* will be found visual aids and classroom equipment that a teacher is expected to furnish him/herself.

Vocabulary

"Vocabulary" refers to oral vocabulary words that are used in the discussion of the topics determined by the Center's Concept Organization Plan. The teacher should teach these words if the children are not familiar with them, and encourage the use of these words in the discussion.

Summary of the Day's Activities

This is a list of the activities found in the day's lesson. To simplify terminology, the following format was adopted: kind of activity, colon, title of activity. Example: Story: "A Rainy Day," Phonics lesson: e; Worksheet: Circle initial sound.

Grammatical Structures

This box tells the teacher the grammatical structures or parts of speech that are in the day's lesson and how they are going to be used.

(Example: Mayroong + noun + si ____________.) This means that when using the word Mayroon in a sentence, the child is required to combine it with the name of an object and with the name of the person who owns the object. In games teaching grammar, the teacher is expected to model these structures first, or explain the rules of the game to the children to elicit the desired response.

Notes and Explanations

Certain activities require grammatical, linguistic or additional information that would be useful to the teacher. Concepts, skills, topics and vocabulary development for the day's lessons are also indicated in this box.

THE PRESENTATION OF THE LESSONS

The first day of the week is devoted to language development. The topic is presented through a story, a poem, a song, a puppet activity, pictures, or a picture worksheet. These activities are meant to promote or improve the child's listening and comprehension skills as he is asked to listen for details, follow a story sequence, interpret events in the pictures, etc.

A discussion follows this listening activity in which the child is encouraged to contribute his ideas and share these ideas with the group. Together, the children learn about certain concepts, acquire new information, analyze facts and draw conclusions. In these discussions, the teacher should teach and use the vocabulary words suggested on the front page.

The rest of the week is devoted to concept- and skill-building activities that, whenever possible, are directly related to the topics and concepts already discussed. For instance, after the children talk about the topic "Each individual is unique," they are asked to do these readiness activities: 1) recognize likenesses and differences in objects; 2) match objects that are alike; 3) compare objects 4) differentiate between high and low notes.

THE WORKSHEETS

Each child has a workbook. At the beginning of the program, the teacher is instructed to tear out individual pages out of the workbook to make it easier for the children to do the worksheet task. However, later on, as the children become more used to the workbook, this process may be eliminated. The worksheets require the child to perform tasks like drawing a line, drawing a circle, putting an X, cutting, pasting, etc.

A Teacher's Edition of the Student Workbook is provided as a guide for the teacher and as an answer key when correcting the children's worksheets.

UNIT 1: SELF-DISCOVERY

CONCEPT: Identity UNIT: Self-Discovery WEEK: 1 DAY: 1

OBJECTIVES:

The child will be able to:
1. Use verbal rituals in daily greetings.
2. Sing a song.
3. Use *po* in greetings.

MATERIALS:

AABC: 1. Song, "Magandang Umaga Po" (page 155-156)

Other: Three hand puppets (teacher-made or from commercial sources, e.g. Peabody Kit)

VOCABULARY:

kumusta ka	- how are you?
magandang umaga	- good morning
magandang tanghali	- (literally: good noon)
magandang hapon	- good afternoon
magandang gabi	- good evening
po	- particle denoting respect

SUMMARY OF THE DAY'S ACTIVITIES:

1. Conversation: Greetings
2. Song: "Magandang Umaga Po"
3. Dialog: Using *po*

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

The first week is devoted to lessons on greetings and learning names. Because of the usual "problems" teachers and kindergarten children often have in the first week of school, the activities have been kept short but varied.

The enclitic particle *po* (and its variant *ho*) is used to express respect for the person being addressed.

ACTIVITY 1: Greetings

1. Greet each child in the group, using their first names:

   Good morning, Jerry.
   MAGANDANG UMAGA, JERRY.

2. To make them feel at ease, engage the children in a conversation. Encourage the shy ones to participate.

3. Introduce the children to each other.

ACTIVITY 2: Song

Teach the song, "Magandang Umaga Po."

ACTIVITY 3: Using *po* .

1. Model this dialog to the children using three puppets. One puppet must look older than the other two. Give the puppets names.

   A - Magandang umaga, (Carlos).
   B - Magandang umaga, (Ana).
   Magandang umaga po, Miss/Mrs./Mr. (Santos).
   C - Magandang umaga, (Ana). Kumusta ka?
   B - Mabuti po naman.

2. Ask the children to repeat the dialog, line by line. As they say the lines, put up the puppet who is supposed to be talking.

3. Dramatize the dialog without puppets. Take the older person's part and call on two children to be Carlos and Ana (or use other names).

4. Talk about using *po*. Ask: "Did you notice that when you greet each other, you don't use *po*? Who do we use *po* with? Yes, when we're talking to people older than we are, like your teacher.

ACTIVITY 3: Using *po* (Cont'd.)

NAPANSIN BA NINYO NA PAG NAGBABATIAN KAYO, HINDI NINYO GINAGAMIT ANG *PO*? KANINO NATIN GINAGAMIT ANG *PO*? TAMA, PAG NAKIKIPAG-USAP TAYO SA MGA TAONG NAKAKATANDA SA ATIN, KAGAYA NG INYONG GURO.

5. Engage the children in a conversation and encourage them to use *po* in their responses.

6. Ask the children to pretend they are greeting each other in the afternoon/in the evening/at noon. Teach them the appropriate greetings for the particular time of day and let them greet each other using those greetings.

   Good afternoon.
   MAGANDANG HAPON.

   Good evening.
   MAGANDANG GABI.

   (Good noon - not used in English)
   MAGANDANG TANGHALI.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 1 DAY: 2

OBJECTIVES:

The child will be able to:

1. Recall the song learned on Day 1.
2. Introduce himself.
3. Sing a new song.

MATERIALS:

AABC:

1. Song, "Magandang Umaga Po" (page 155-156)
2. Song, "Ang Awit ni Rey" (page 157-158)
3. Design for a puppet, "Rey" (page 159)

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: "Magandang Umaga Po"
2. Conversation with puppet
3. Song: "Ang Awit ni Rey" *or* Game: Lollipops

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Review Song

Greet the children using MAGANDANG UMAGA and review the song "Magandang Umaga Po."

ACTIVITY 2: Introductions

(Note: For this activity, the design for the puppet Rey has been provided by AABC. The teacher will have to construct the puppet using whatever materials are available: old socks, fabric, paper bag, etc.)

Teacher:	I have a puppet who'd like to make friends with you. Let me introduce him to you. (Put the puppet on your fingers or your hand) Children, this is....	GURO:	MAYROON AKONG TAU-TAUHAN NA GUSTONG MAKIPAGKAIBIGAN SA INYO. (Isuot ang tau-tauhan sa daliri o sa kamay) MGA BATA, ITO SI...
Rey:	Rey, my name is Rey. Rey Rey Rey is my name. Who are they? Friends?	REY:	REY, REY, MAY PANGALAN AKO. REY REY REY ANG PANGALAN KO. SINO SILA? SINO SILA? MGA KAIBIGAN BA?
Teacher:	Yes, Rey, they are friends.	GURO:	OO, REY, MGA KAIBIGAN SILA.
Rey:	(to the children) Friends! New friends! Wow! I love new friends. My name is Rey. Are you my friends? (Encourage the children to say yes) Do they have names?	REY:	(sa mga bata) MGA KAIBIGAN! MGA BAGONG KAIBIGAN! WOW! GUSTONG-GUSTO KO NG MGA BAGONG KAIBIGAN. REY ANG PANGALAN KO. KAIBIGAN BA KAYO? (Himukin ang mga batang sumagot ng oo) MAY PANGALAN BA SILA?
Teacher:	Oh yes, Rey. They have names. Ask them one by one.	GURO:	OO, REY. MAY PANGALAN SILA. TANUNGIN MO SILA NANG ISA-ISA.

ACTIVITY 2: Introductions (Cont'd.)

Rey:	(approaches each child) Do you have a name?/What is your name? (after several names are given) Wow! I've got so many friends. I'm so happy. I wonder if I can remember all your names. Help me!	REY:	(lalapitan ang bawat bata) MAY PANGALAN KA BA?/ANONG PANGALAN MO? (pagkatapos na maibigay ng mga bata ang ilang mga pangalan) NAKU, ANG DAMI KONG BAGONG KAIBIGAN. ANG SAYA-SAYA KO. MATATANDAAN KO KAYA ANG MGA PANGALAN NILA? TULUNGAN NINYO AKO.
Teacher:	Let's help Rey. (Ask the children to say the name of whoever is beside them.)	GURO:	TULUNGAN NATIN SI REY. (Himukin ang mga batang sabihin ang pangalan ng katabi.)
Rey:	Thank you. Thank you for your help. (say the children's names) I have so many new friends.	REY:	SALAMAT. SALAMAT SA TULONG NINYO. (Sabihin ang mga pangalan) ANG DAMI KONG BAGONG KAIBIGAN.

Say to the children: "Everybody has a name. This puppet has a name. I have a name. Do you know my name?"
LAHAT NG TAO AY MAY PANGALAN. MAY PANGALAN ANG TAU-TAUHANG ITO. MAY PANGALAN DIN AKO. ALAM BA NINYO ANG PANGALAN KO?

Tell the children that we all have names and that we use our names to identify ourselves. Ask what would happen if we didn't have any names.

ACTIVITY 3: Song or Game

(Note: If time permits, both activities may be done.)

1. Teach the song "Ang Awit ni Rey", or

2. Play "Lollipops." Cut circles of different colors. Staple a pair of circles to a tongue depressor. Provide a "lollipop" for each child. Sing this song to the tune of "London Bridge," supplying the child's name:

ACTIVITY 3: Song or Game (Cont'd.)

(Teacher sings) Kunin mo ang lollipop
Lollipop, lollipop
Kunin mo ang lollipop
Jaime Santos. (the child gets up, holds up his lollipop)

(Class sings) Lollipop ni Jaime iyan
Ni Jaime iyan, ni Jaime iyan
Lollipop ni Jaime iyan
O kay sarap.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 1 DAY: 3

OBJECTIVES:

The child will be able to:
1. Participate in a walking tour of the school grounds.
2. Identify the objects in the environment.
3. Share his ideas in a discussion.
4. Draw a picture related to the activity.

MATERIALS:

VOCABULARY:

Words for objects that the children see while walking around.

SUMMARY OF THE DAY'S ACTIVITIES:

1. Tour of the school grounds
2. Discussion: Objects around us
3. Art activity: Making a picture

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Tour

1. Announce to the children that you are taking them on a tour of the school grounds. Go over some behavior rules they must observe while on the tour. Tell them to use their eyes and their ears while walking around.
2. Take a tour of the school grounds. Ask the children to identify things around them: leaves, trees, grass, flowers, the ground, sky, sun, playground equipment, cars, buildings, etc.

ACTIVITY 2: Discussion

1. Talk about the walk and what they saw, heard and/or smelled. Recall the objects that they saw outside and the names of the objects.
2. In the discussion, point out the fact that objects, like people, have names, too.

ACTIVITY 3: Making a picture

Pass out drawing paper. Ask the children to draw a picture depicting some of the things they remember from the tour. Share the picture with the group when they're finished.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 1 DAY: 4

OBJECTIVES:

The child will be able to:
1. Listen to a story.
2. Identify different animals.
3. Sing a song while pantomiming movements.
4. Follow a line with a pencil.

MATERIALS:

AABC:
1. Teaching Pictures, "The Animals" (page 160-169)
2. Song, "Kilusang Awit (Pusa)" (page 170)
3. Student Worksheet, "Follow the Yarn" (Student Workbook page 1)

Other: Pictures of different animals

VOCABULARY:

Names of the different animals.

SUMMARY OF THE DAY'S ACTIVITIES:

1. Story and Discussion: "The Animals"
2. Pantomime activity and song: "Kilusang Awit"
3. Worksheet: Following a line

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Story and Discussion

1. Read the story "The Animals," showing the teaching pictures that accompany it.

2. Talk about the story. Ask them to name some of the animals in the story.

3. Put the pictures of the different animals on the chalk ledge. Say: "Animals have names, too. Let's see if you know the names of these animals."
   MAY MGA PANGALAN DIN ANG MGA HAYOP. TINGNAN NATIN KUNG ALAM NINYO ANG MGA PANGALAN NG MGA HAYOP NA ITO.

4. Have the children identify the animals. Identify those they don't know for them.

ACTIVITY 2: Song and Pantomine

1. Show a picture of a cat and talk about a cat's movements: stretching, running, stalking, sleeping, yawning, playing, etc.

2. Ask the children to show you how a cat might do all these actions. If the children are able to, let them pantomime the cat's movements by themselves.

3. Teach the song "Kilusang Awit" while pantomiming the actions at the appropriate times. Have the children do the movements while singing the song.

ACTIVITY 3: Worksheet

1. Show the children the proper way to hold a pencil. Give them some scratch paper to practice lines on.

2. Tear out Worksheet ("Follow the Yarn") from the workbooks and pass them out to the children. Talk about the picture: a cat playing with yarn that has unraveled. Tell the children to follow the yarn from the cat

ACTIVITY 3: Worksheet (Cont'd)

to the yarn's source. Show them how to do this task before they actually do it. As far as possible, they should try not to lift the pencil up and they should follow the yarn continuously.

3. As a follow-up, provide scratch paper and ask them to make more lines.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 1 DAY: 5

OBJECTIVES:

The child will be able to:
1. Share his ideas in a discussion.
2. Review the songs he has learned.
3. Draw lines on a worksheet.

MATERIALS:

AABC: 1. Songs previously learned.
2. Student Worksheet, "Pets" (Student Workbook, page 2)

Other: A pet to bring to class

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Discussion: Naming a pet
2. Review: Songs
3. Worksheet: Matching pets and food

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Naming a pet

1. Bring an animal (hamster, rabbit, bird, etc.) to class that will serve as a classroom pet.
2. Let the children observe the pet, its actions, the sound it makes, etc. Talk about the animal: its color, what it looks like, what kinds of food it might eat, etc.
3. Give the pet a name. Ask for suggestions from the children and let them choose one that everybody likes.

ACTIVITY 2: Reviewing songs

Review all the songs learned this week.

ACTIVITY 3: Worksheet

1. Tell the children to look at the animals on the left. Ask them to name all the animals.
2. Tell them to look at the right column. Say: "These are some of the things those animals might eat. Can you find the right food for each animal?"
   ETO ANG MGA PAGKAIN NA MAAARING KAININ NG MGA HAYOP SA ITAAS. HANAPIN NGA NINYO ANG TAMANG PAGKAIN PARA SA BAWAT HAYOP?
3. Show them how to hold their pencils correctly and how to make a line from the animal to the food by following the dotted line on the example provided (rabbit - carrots).

CONCEPT: Identity UNIT: Self-Discovery WEEK: 2 DAY: 1

OBJECTIVES: The child will be able to: 1. Identify the different parts of the body. 2. Sing a song.	MATERIALS: AABC: 1. Puppet, "Rey" (page 159) 2. Song, "Ang Awit ni Rey" (page 157-158)
VOCABULARY: mga bahagi ng katawan - parts of the body words for different parts of the body	SUMMARY OF THE DAY'S ACTIVITIES: 1. Dialog with puppet 2. Discussion: Parts of the body 3. Song: "Paa, Tuhod, Balikat, Ulo"
GRAMMATICAL STRUCTURES:	NOTES AND EXPLANATIONS: Oral Language Development Topic: The body is made up of different parts.

ACTIVITY 1: Dialog with puppet

Show Rey the puppet to the children and start the dialog.

Rey:	Good morning, friends. Do you remember me?	REY:	MAGANDANG UMAGA, MGA KAIBIGAN. NATATANDAAN BA NINYO AKO?
Children:	(Yes, you're Rey.)	BATA:	(OO, IKAW SI REY.)
Rey:	(to the children) And you're _______, you're ___________, and you're _______ (etc.) Let's sing my song.	REY:	(sa mga bata) AT IKAW SI ______ IKAW SI _________, AT IKAW SI _________ (etc.) AWITIN NATIN ANG AKING AWIT.

(Sing Rey's song, "Ang Awit ni Rey")

Rey:	How are you, __________?	REY:	KUMUSTA KA, _________________?
Child:	I'm fine. How are you, Rey?	BATA:	MABUTI. KUMUSTA KA, REY?
Rey:	Fine. Let's say hello to each other. (The children ask each other, "How are you?")	REY:	MABUTI. MAGKUMUSTAHAN TAYO. (Magkumustahan ang buong klase)
	(to the teacher) Mr./Mrs./Miss ________, am I a person?		(sa guro) MR./MRS./MISS_________, tao ba ako?
Teacher:	Almost a person, Rey. You're a puppet.	GURO:	HALOS TAO, REY. TAU-TAUHAN.
Rey:	Why am I just a puppet and not a person? I can talk.	REY:	BAKIT TAU-TAUHAN AT HINDI TAO? NAKAPAGSASALITA AKO.

ACTIVITY 1: Dialog with puppet (Cont'd.)

Teacher:	Yes, Rey, you can talk.	GURO:	OO, REY NAKAPAGSASALITA KA.
Rey:	I have a head, eyes, ears, nose. And I have a mouth. You,________, do you have those things, too?	REY:	MAY ULO AKO, MAY MATA, MAY TAINGA MAY ILONG. AT MAY BIBIG DIN AKO. IKAW, _____, MAYROON KA BANG ULO, MATA TAINGA, ILONG AT BIBIG?
Child:	Yes.	BATA:	OO.
Rey:	Point to those parts and tell me what they are. (Child points) A head--yes, I have a head, too. Eyes--I have eyes, too; I have two eyes...(etc.) (Calls on other children to point and identify parts of the head and face.)	REY:	ITURO MO AT SABIHIN MO KUNG ANO. (Ituturo ng bata) ULO--OO, AKO, MAY ULO RIN. MATA--MAY MATA RIN AKO; DALAWA RIN ANG MATA KO...(etc.) (Magtanong at makipag--usap ng ganito sa ilang mga bata)
	I've got hands, too.		MAYROON DIN AKONG KAMAY.
Teacher:	(if the children haven't noticed) I think your body lacks something to make you a person.	GURO:	(kung hindi ito mapansin ng mga bata) PERO TILA KULANG ANG KATAWAN MO UPANG MAGING TAO.
Rey:	My body lacks something? What's lacking? Do I lack anything, friends?	REY:	KULANG? ANONG KULANG? MAY KULANG BA, MGA KAIBIGAN?
Teacher:	Let's see if you're a person. Nod.	GURO:	TINGNAN NATIN KUNG TAO KA NGA. TUMANGO KA, REY.

ACTIVITY 1: Dialog with puppet (Cont'd.)

Rey:	(nods) Let's all nod, friends. (Children nod) Now, let's shake our heads. (Children shake their heads)	REY:	(tatango) TUMANGO TAYO, MGA KAIBIGAN. (Tatango ang mga bata) NGAYON, UMILING NAMAN TAYO. (Iiling ang mga bata)
Teacher:	Wave your hand, Rey.	GURO:	KUMAWAY KA, REY.
Rey:	(waves) Let's all wave.	REY:	(KAKAWAY) KUMAWAY TAYO.
Teacher:	Walk.	GURO:	LUMAKAD KA.
Rey:	(thinks and looks at his "feet") Now I know. I know what you mean.	REY:	(mag-iisip at titingin sa paanan) ALAM KO NA. ALAM KO NA ANG IBIG MONG SABIHIN.
	I know what I can't do. I can't _________(looks at the children for an answer)		ALAM KO NA KUNG ANO ANG HINDI KO MAGAGAWA. HINDI AKO _________ (titingin sa mga bata upang humingi ng sagot)
Children:	(Walk. Run. Jump.)	BATA:	(Makalalakad. Makatatakbo. Makalulundag.)

ACTIVITY 2: Discussion

1. Define the term *body* to the children. Say: "Do you know what your body is? It's you, from head to toe. It's all of you." ALAM BA NINYO KUNG ANO ANG KATAWAN NINYO? ITO ANG KATAWAN NATIN, MULA ULO HANGGANG PAA. ANG LAHAT NG ITO AY KATAWAN NATIN.
2. Discuss why Rey couldn't be a person even if he had some parts of a person's body. Emphasize that in order to have a whole body, we must have all the parts.
3. Tell the children that the class is going to play a game. They will touch the part of their body that you name. Work from top to bottom. Repeat activity but this time call parts of the body in random order.

ACTIVITY 3: Song

Teach this song to the tune of "My Toes, My Knees, My Shoulders, My Head." The children should point to the parts while singing the song.

Paa, tuhod, balikat, ulo
Paa, tuhod, balikat, ulo
Paa, tuhod, balikat, ulo
Pumalakpak tayo.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 2 DAY: 2

OBJECTIVES:

The child will be able to:

1. Recall the different parts of the body.
2. Follow directions given orally in a game.
3. Assemble the parts of a puzzle.

MATERIALS:

AABC:

1. "Dangling Body" (page 172-178)
2. Student Worksheet, "Body Puzzle" (Student Workbook page 3-6)

VOCABULARY:

Same as Day 1

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: Parts of the body
2. Game: Sabi ni Simon
3. Worksheet: Body puzzle

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Skill: Listening
Following directions

ACTIVITY 1: Review

(Note: For this activity, you will need the "Dangling Body," cut, mounted on tagboard and assembled with (fasteners.)

1. Tell the children that in order to have a whole body, we must have all the parts.

2. Have the children repeat names of body parts after the teacher and point to their own body parts. Encourage the children to use the sentence pattern: "This is my __________." ITO ANG ______________KO.

3. Play the game "Touch Your ____________." Begin by saying "touch your arm" (HIPUIN ANG BRASO) in singular form, then use the plural form ("touch both arms" HIPUIN ANG MGA BRASO). The children simply follow the teacher's demonstration at first, then they follow just the verbal directions.

4. When everyone has recalled the body parts' locations, bring out the "Dangling Body." Point to the various parts and have the children take turns pointing to the parts on a classmate. Ask for volunteers to do the teacher's role.

ACTIVITY 2: Game

Play the game "Sabi ni Simon" (Simon Says) directing the children to touch different parts of their bodies. Explain to the children that they are to watch you carefully and to do only the actions that you do.

Example: Simon says, "Touch your eye."
SABI NI SIMON, "HIPUIN ANG MATA."

ACTIVITY 3: Worksheet

1. To prepare the children for this activity, provide a sample puzzle by having the different parts of the puzzle cut out and perhaps mounted on tagboard. Stick tape on the back of the parts. Put up the sheet

ACTIVITY 3: Worksheet (Cont'd.)

with the dotted outline of the boy/girl. While explaining the task to the children, illustrate by sticking the different parts onto the body outline.

2. When the children know what to do, tear out the sheets needed for this activity from the Workbooks and have the children do the exercise. Have each child do one or both puzzles, depending on the amount of time allotted to this activity.

ADDITIONAL ACTIVITIES:

The teacher may disassemble the "Dangling Body" so the children can play with it and assemble the parts on the floor or desk during their free time; or use commercially available puzzles that teach the body parts.

Review the song learned on Day 1.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 2 DAY: 3

OBJECTIVES:

The child will be able to:
1. Move the different parts of his body.
2. Sing a song.
3. Share his ideas in a discussion.
4. Assemble the parts of a puzzle.

MATERIALS:

AABC:
1. "Dangling Body" (page 172-178)
2. Student Worksheet, "Face Puzzle" (Student Workbook, pages 7-10)

VOCABULARY:

bibig	- mouth
buhok	- hair
dila	- tongue
galaw, kilos	- movement
ilong	- nose
labi	- lips
mata	- eyes
ngipin	- teeth
tainga	- ears

SUMMARY OF THE DAY'S ACTIVITIES:

1. Movement activity
2. Song: "Isa, Dalawa, Tatlo"
3. Discussion: Purposes of body parts
4. Worksheet: Face puzzle

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Movement activity

1. Show the "Dangling Body" and discuss the concept that all parts of our body can move.

2. Say: "We are going to play a game about moving parts of our bodies. Let's all stand up."
   MAGLARO TAYO. SA LARONG ITO, KAILANGAN NATING IGALAW ANG MGA BAHAGI NG ATING KATAWAN. TUMAYO TAYONG LAHAT.

   Ask how they can move their head. Take note of the different kinds of responses. Repeat them with the children. Ask how they can move their neck, arms, hands, legs, feet, shoulders, etc.

3. Play the game. The teacher says: "Move your______________."
   IGALAW ANG ______________. The children use their own types of movements.

ACTIVITY 2: Song

Teach the song "Isa, Dalawa, Tatlo" to the tune of the Mexican folk dance "La Raspa." Ask the children to do the actions described in the song while singing (e.g., run, eat a banana, walk like ants, sit.)

Isa, dalawa, tatlo
Tayo ay tumakbo.
Apat, lima, anim
Kainin ang saging.
Pito, walo, siyam
Lakad parang langgam.
Pagdating sa sampu
Lahat ay umupo.

ACTIVITY 3: Discussion

1. Ask the children what the purposes of the parts of the body are. Ask: "Why do we have eyes? teeth? tongue? nose? ears?"
   BAKIT TAYO MAY MATA? NGIPIN? DILA? ILONG? TAINGA?

ACTIVITY 3: Discussion (Cont'd.)

2. As the children state the purpose, ask some questions like:

    a. Why do we have eyes? (So we can see)
    BAKIT TAYO MAY MATA? (UPANG MAKAKITA)
    b. What can you see with your eyes?
    ANO ANG NAKIKITA NG ATING MGA MATA?
    c. Why do we have a mouth? (To eat)
    BAKIT TAYO MAY BIBIG? (KAILANGAN SA PAGKAIN)
    d. What do you like to eat?
    ANO ANG GUSTO NINYONG KAININ?
    e. What happens if we don't have a mouth? (We can't eat)
    ANO ANG MANGYAYARI KUNG WALA TAYONG BIBIG? (HINDI TAYO MAKAKAKAIN)
    f. Then what happens? (We get hungry)
    PAGKATAPOS, ANO ANG MANGYAYARI? (MAGUGUTOM TAYO)

ACTIVITY 4: Worksheet

1. Prepare the children for the worksheet acitivity by following directions given in Activity 3, Day 2.

2. Have the children assemble the face puzzle.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 2 DAY: 4

OBJECTIVES:

The child will be able to:
1. Share his ideas in a discussion.
2. Follow directions given in game.

MATERIALS:

AABC: 1. "Dangling Body" (page 172-178)

VOCABULARY:

balikat	- shoulders
binti	- leg
braso/bisig	- arm
kamay	- hand
daliri	- fingers
daliri ng paa	- toes
paa	- feet
siko	- elbow
tuhod	- knee

SUMMARY OF THE DAY'S ACTIVITIES:

1. Discussion: Hands and Feet
2. Games

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Vocabulary Development: Cardinal numbers
Skill: Following directions
(Auditory motor and visual motor)

ACTIVITY 1: Discussion

Part A:

1. Say: "I have two arms. How many do you have?"
DALAWA ANG BRASO KO. ILAN ANG BRASO MO?

"I have two hands. How many do you have?
DALAWA ANG KAMAY KO. ILAN ANG KAMAY MO?

Have the children demonstrate the movement of these two parts. Ask: "Do you know what helps us move our arms up and down?"
ALAM BA NINYO KUNG ANO ANG NAKATUTULONG SA ATIN SA PAGGALAW NG ATING MGA BRASO?

Have the children touch both elbows.

2. Teach the game "Shoulders, Elbows, Hands and Clap" to the children.
Words: BALIKAT, SIKO, KAMAY, PUMALAKPAK.
Movement: a. BALIKAT - touch shoulders with both hands
b. SIKO - touch elbows with both hands
c. KAMAY - put out both hands, palms up
d. PUMALAKPAK - clap hands

3. Have the children look at their hands. Ask: "What is at the end of our hands that can wiggle?" (fingers)
ANO ANG NASA DULONG KAMAY NATIN NA MAAARI NATING PAKISLUTIN? (daliri)

Have the children wiggle their fingers and have them role-play clawing up a tree and then back down.

4. Discuss the difference between the fingers and the thumb. Teach the numbers in Pilipino by asking the children to count their fingers.

5. Teach the fingerplay "Open, Shut Them:"

Ibukas, isara (hands up in the air, open and shut them)
Ibukas, isara
Ngayon, pumalakpak. (Clap hands)

ACTIVITY 1: Discussion (Cont'd)

Ibukas, isara
Ibukas, isara
Igalaw parang pakpak. (Move hands like wings flying)

6. Ask the children to demonstrate what they can do with their hands and fingers. If they cannot come up with answers, encourage them by asking "When we want to draw something, what do we use? hands or feet?" KUNG GUSTO NATING MAGDROWING, ANO ANG GINAGAMIT NATIN? KAMAY O PAA?

Part B:

1. Show the children the "Dangling Body." Point to the legs and ask the children to identify them. Ask: "How many legs do you have?" ILAN ANG MGA BINTI MO?

2. Have the children give examples of what they can do with their legs. Ask: "Can you move your legs? How many ways can you move your legs?" MAIGAGALAW BA NINYO ANG MGA BINTI NINYO? ILANG PARAAN NATIN MAIGAGALAW ANG MGA BINTI NATIN?
As each child demonstrates, have the group follow.

3. Have the children bring their knees up to their chin. Ask: "What makes our legs bend?" (knees)
"ANO ANG NAGPAPABALUKTOT SA BINTI NATIN? (tuhod)

4. Introduce the feet by having the children take off their shoes and socks and identify the part that is connected to our legs. Ask how many feet we have and how we use them. Have the children demonstrate different actions using the feet (walking, kicking, running, jumping, hopping.)

5. Have them identify their toes and count them before they put their socks and shoes back on.

ACTIVITY 2: Games

Play one or all of these suggested games to reinforce the topics taken up in the unit and to provide psycho-motor activities that also require the children to listen and watch carefully.

Game 1: "The Hokey-Pokey Song."
Play this game while singing the song, using the different parts of the body.

Ang kamay (binti, paa, balikat, etc.) sa loob
Ang kamay sa labas
Ang kamay sa loob
At igalaw ito
Gawin ang hokey-pokey at umikot-ikot pa
'Yan ang dapat gawin.

Game 2: "Riding the Bumpy Car" (SUMAKAY SA KOTSENG MATAGTAG)
Tell the children that you are all going to ride in a bumpy car. Give these directions for them to act out.

a. Get into the car.
SUMAKAY SA KOTSE.
b. Sit down.
UMUPO.
c. Clap your hands.
PUMALAKPAK.
d. Move your head.
IGALAW ANG ULO.
e. Move your eyes.
IGALAW ANG MATA.
f. Move your mouth.
IGALAW ANG BIBIG.
g. Move your neck.
IGALAW ANG LEEG.
h. Move your tongue
IGALAW ANG DILA.
i. Clap your hands.
PUMALAKPAK.
j. Move your fingers.
IGALAW ANG MGA DALIRI.
k. Wave your hands.
IKAWAY ANG KAMAY.
l. Clap your hands.
PUMALAKPAK.
m. Get out of the car.
BUMABA SA KOTSE.
n. Shake your whole body.
IGALAW ANG BUONG KATAWAN.

ACTIVITY 2: Games (Cont'd)

Game 3:

Seat the children in a semi-circle so that everyone is facing the teacher. Point to your eye and say MATA, MATA, MATA. Then switch and point to another part and keep saying MATA, MATA, MATA. The children must point to what is said and not what the teacher is touching.

Game 4:

Play this game in which the children put one part of their body in relation to another part.

Example: Put your arms between your knees.
ILAGAY ANG MGA BRASO SA PAGITAN NG MGA TUHOD.

Touch your knee with your hand.
GAMITIN ANG KAMAY AT HIPUIN ANG TUHOD.

Touch the floor with your chin.
ILAGAY ANG BABA SA SAHIG.

and others.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 2 DAY: 5

OBJECTIVES:

The child will be able to:
1. Recall the songs and games learned this week.
2. Make a body puppet.

MATERIALS:

AABC:
1. Songs previously learned.
2. Song, "Kamay, Paa - Sa Loob at Labas" (page 179-180)

VOCABULARY:

tau-tauhan - puppet

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: Songs and games
2. Art activity: Body puppet

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Review

1. Review all the songs learned this week. In addition, the teacher may wish to teach the new song provided in this lesson.
2. Review also the games and movement activities.
3. Review numbers in Pilipino while counting fingers.

ACTIVITY 2: Making a body puppet

Note: To prepare for this activity, disassemble the head, arms, legs, and body (do not remove fasteners at the joints of the elbows or knees) of the "Dangling Body" and trace the parts on a ditto master. Run off copies of the parts on heavy construction paper for each child.

Have the children cut out the body parts, talking about the parts as they do it. Punch holes in the joints and put together with paper fasteners. Have the children color the puppets and add hair and clothes.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 3 DAY: 1

OBJECTIVES:

The child will be able to:
1. Learn the names for the different colors.
2. Describe different objects in the classroom.
3. Follow directions given orally by the teacher.

VOCABULARY:

asul/bughaw	- blue
berde/lunti	- green
kape	- brown
kulay	- color
dilaw	- yellow
itim	- black
lila	- purple
oreyns	- orange
pula	- red
puti	- white

GRAMMATICAL STRUCTURES:

(color) + ang + (object)

Ex: Pula ang kamiseta.

MATERIALS:

AABC:
1. Color wheel outline (page 181)
2. Student Worksheet, "Paste Colored Squares" (Student Workbook, page 11)
3. Student Worksheet, "Color the Objects" (Student Workbook, page 12)

Others:
1. Color chart (teacher-made or commercially-made).
2. Colored squares (construction paper-one set for each child).

SUMMARY OF THE DAY'S ACTIVITIES:

1. Discussion: Identifying the colors
2. Matching, classifying & sequencing
3. Worksheets: Pasting colored squares
   Coloring different objects

NOTES AND EXPLANATIONS:

Since the topic "Colors, Shapes and Sizes" is an important part of Reading Readiness, a variety of activities is provided in this week's set of lessons. The teacher is free to do all of them or to pick the ones that he/she thinks are the most effective and stimulating. These activities may be repeated during the children's free time throughout the entire ten-week period of Reading Readiness to reinforce skills.

Vocabulary Development: words for colors
Skills: matching, classifying and sequencing.

ACTIVITY 1: Identifying colors

1. Teach the names for the different colors to the children, using a color chart.

2. Tell the children to look around the room and to look for different colored objects. Have them identify the objects and the colors of the objects in the room. Ask about things outside the room, e.g., grass, sky, trees, clouds, soil, etc. Have them describe the objects using the structure "(color) + ang + (name of object)"--Asul ang langit.

3. Show the color wheel to the group. Explain that when the color wheel stops turning, they are to identify the color that stops in front of the arrow. Turn the wheel several times, then let each child have a turn.

ACTIVITY 2: Matching, classifying and sequencing

1. Pass out a set of colored squares to each child (there should be two or more of each color to a set).

2. Play a matching game. The teacher says "Put up the green" (ITAAS ANG BERDE) and puts up the green square. The children put up their green squares. Vary by putting up two colors, then three colors, or two of the same color. The children follow the teacher's demonstration at first, then they follow just the verbal directions.

3. Do a classification exercise. Using the same set of squares, ask the children to put all the blues together, all the reds together, etc. Then have them count the piles and identify each pile by color.

4. Do a sequencing exercise. In a chart pocket, put a series of three colored squares. Ask the children to make one just like it on their desks or on the floor. Start with three squares, then four, then five.

ACTIVITY 3: Worksheets

1. On the first worksheet, "Paste Colored Squares," have the children glue some of the colored squares they used for the game. Identify for the children the words in the worksheet that are below the squares.

2. When they finish the task, ask them to color the objects on the second worksheet.

NOTE: There is a "share and tell" activity in Day 2's lesson. Ask the children to bring a colored object to class to share with the other children.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 3 DAY: 2

OBJECTIVES:

The child will be able to:

1. Describe a colored object that he/she has brought to share with the other children.
2. Recall the names for the different colors.
3. Follow directions given by the teacher.

MATERIALS:

AABC:
1. Color wheel
2. Student Worksheet, "What Color?" (Student Workbook page 13)

Others:
1. Color chart
2. Colored squares used on Day 1.

VOCABULARY:

Same as Day 1

SUMMARY OF THE DAY'S ACTIVITIES:

1. Share and tell activity
2. Peview: Colors
3. Story: "Ang Pakikipagsapalaran nina Fidel at Ruben"
4. Worksheet: Coloring according to a code

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Skill: Listening to a story
Following directions

ACTIVITY 1: Share and tell activity

1. Ask each child to show the object he/she has brought to class and to describe it to the group. To encourage him/her to talk and use descriptive words and phrases, ask leading questions about the object.

2. Play a guessing game. The teacher says: "He has a red shirt. Who is he?" MAY PULANG KAMISETA SIYA. SINO SIYA?
The children identify the child being described.

ACTIVITY 2: Review

1. Review the names of the different colors by using the color chart and the color wheel.

2. Do the matching and classifying activities described in Day 1's lesson.

3. Do the sequencing exercise similar to Day 1. After several examples, tell the children that this time, they are to look at the squares in the chart pocket and try to remember them because you are going to cover them. Put a simple three-color sequence in the chart pocket. Let the children look at it then cover it with a piece of heavy paper. Ask the children to make a similar sequence on their desks or on the floor.

ACTIVITY 3: Story

Read the story "Ang Pakikipagsapalaran nina Fidel at Ruben." This is a listening activity and the children will be using their imagination as there are no pictures or illustrations. When you come to an (X), pause briefly to ask the comprehension question(s) enclosed in parenthesis.

"The Adventures of Fidel and Ruben" (Gist in English): Ruben and Fidel have a dwarf friend who comes up with a contest for the two boys. They are to look all over for objects that are green, white and orange. These objects must not be man-made. Fidel comes back with some leaves and a can of snow. But the leaves are wilted and the snow has melted. Ruben,

who goes to the Philippines, comes back with a white egg, a green lime and an orange. Ruben wins the contest.

ANG PAKIKIPAGSAPALARAN NINA FIDEL AT RUBEN

Noong unang panahon, may mga kaibigang Duwende ang mga bata. (X) (ANO ANG DUWENDE?) Masayang kalaro ang mga Duwende. May kaibigang Duwende sina Ruben at Fidel. Isang araw, may naisipang paligsahan (kontest) ang kaibigan nilang Duwende. (X) (ANO ANG PANGALAN NG DALAWANG BATANG LALAKI? ANO ANG IBIG SABIHIN NG PALIGSAHAN?)

"Dumayo kayo at humanap ng mga bagay na berde, puti at oreyns," ang sabi ng Duwende. "Kailangan na itong mga bagay na ito ay hindi likha ng tao. Sino mang makakapagbalik ng mga ito ay ang panalo." (X) (ANO ANG IPINAGAWA NG DUWENDE KINA FIDEL AT RUBEN?)

"Berde, puti, at oreyns," ang ulit nina Fidel at Ruben.

"Oo," sabi ng Duwende, "alam ba ninyo kung ano ang mga kulay na ito?"

"Oo," ang sagot ni Fidel at ni Ruben.

Inalis ng Duwende ang kaniyang matulis na gora. "Anong kulay ito?" ang tanong niya.

"Berde," ang sagot ng dalawang bata. (X) (ANONG KULAY ANG GORA NG DUWENDE?)

Inalis ng Duwende ang isa niyang guwantes. "Anong kulay ito?" ang tanong niya.

"Puti," ang sagot nina Fidel at Ruben. (X) (ANONG KULAY ANG GUWANTES?)

ACTIVITY 3: Story (Cont'd)

Inalis ng Duwende ang isa niyang sapatos at habang hawak ito, itinanong niya, "Anong kulay ito?"

"Oreyns," ang sagot ng dalawang bata. (X) (ANONG KULAY ANG SAPATOS?)

"Magaling," ang sabi ng Duwende. "Ngayon, sulong na at maghanap ng mga bagay na hindi likha ng tao na kulay berde, puti at oreyns."

Nagsilakad agad sina Fidel at Ruben. Naisipan ni Fidel na lumibot sa buong mundo. Si Ruben ay sa Pilipinas pumunta. Matagal silang nawala. Isang araw, dalawang araw, tatlong araw. (X) (SAAN NAGPUNTA SI FIDEL? SAAN NAGPUNTA SI RUBEN? GAANO KATAGAL SILA NAWALA?)

Unang bumalik si Fidel. Nalibot niya ang buong mundo sa tatlong araw niyang paghahanap ng berde, puti at oreyns. Ipinakita niya ang kaniyang mga dala. Una ay dahon. "Ito ay berde," sabi ni Fidel. Ngunit ang dahon ay lanta na, hindi na berde. (X) (SINO ANG UNANG BUMALIK? ANO ANG UNANG BAGAY NA IPINAKITA NI FIDEL? BERDE PA BA ANG DAHON? BAKIT HINDI?)

Inilabas niya ngayon ang isa pang dahon na napulot sa isang bayang may panahong taglagas (autumn). "Ito ay oreyns," sabi ni Fidel. Ngunit tuyo na ang dahon at kulubot pa. Hindi na oreyns. (X) (ANO ANG IKALAWANG BAGAY NA DALA NI FIDEL? OREYNS PA BA ANG DAHON? BAKIT HINDI?)

"Ito ay puti," sabi ni Fidel at inilabas niya ang isang latang pinaglagyan ng isno (snow). Ngunit ang isno ay tunaw na, at wala nang lamang isno ang lata. (X) (ANO ANG IKATLONG BAGAY? BAKIT WALANG ISNO SA LATA? ANONG KULAY ANG ISNO?)

Dumating naman ngayon si Ruben. Galing siya sa Pilipinas. "Ito ay puti," ang sabi ni Ruben at inilabas niya ang isang itlog. "Ito ay berde," at inilabas niya ang isang dayap (lime). "Ito ay oreyns, at tinalupan niya ang dalanghita. (X) (ANU-ANONG MGA BAGAY ANG DALA NI RUBEN GALING SA PILIPINAS? ANONG KULAY ANG MGA IYON?)

"Panalo si Ruben!" ang sabi ng Duwende at nagpalakpakan si Fidel, ang Duwende, at si Ruben. (X) (SINO ANG NANALO? BAKIT?)

ACTIVITY 4: Worksheet

1. Prepare the worksheets for the children by filling in the circles on the lower right hand side with the appropriate colors for the code: one dot - yellow, two dots - red, three dots - blue.

2. Call the children's attention to the code. Tell them that when they see one dot on the ball, that part or that design on the ball will be colored yellow, and so on.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 3 DAY: 3

OBJECTIVES:

The child will be able to:

1. Learn the names for the different shapes.
2. Describe different objects in the classroom.
3. Follow directions given by the teacher.

VOCABULARY:

bilog	- circle
gilid	- side
hugis	- shape
parihaba, rektanggulo	- rectangle
parisukat, kuwadrado	- square
tatsulok, triyanggulo	- triangle
tuldok	- point

GRAMMATICAL STRUCTURES:

(shape) + ang + (object)

Ex: Bilog ang relo sa dingding.

MATERIALS:

AABC: 1. Student Worksheet, "Paste the Shapes" (Student Workbook, page 14)
2. Student Worksheet, "Shapes" (Student Workbook, page 15)

Others: 1. Shapes chart (teacher-made or commercially-made).
2. One set of shapes for each child (should contain shapes of different colors and sizes).

SUMMARY OF THE DAY'S ACTIVITIES:

1. Discussion: Identifying shapes
2. Matching, classifying and sequencing
3. Worksheets: Pasting shapes
   Tracing shapes

NOTES AND EXPLANATIONS:

Vocabulary Development: Words for shapes

Skills: matching
classifying
sequencing

ACTIVITY 1: Identifying shapes

1. Teach the names for the different shapes, using a shapes chart.

2. Tell the children to look for objects around the room that have distinctive shapes (desks, tables, wall clock, musical triangle, etc.). Have them describe the objects using this structure: (shape)+ ang + (object)-- Bilog ang relo.

3. On the chart, count the sides and points of the square, rectangle and triangle. Ask if the circle has any sides. Ask them how we can tell a square from a rectangle. Formulate generalizations about each shape (e.g., the triangle has three sides and three points, etc.).

ACTIVITY 2: Matching, classifying and sequencing

1. Pass out a set of shapes to each child.

2. Play a matching game similar to the one described in Activity 2, Day 1.

3. Do a classification exercise. First, have the children classify the pieces according to shape, then, according to color. To provide a counting exercise, have the children count the pieces in the piles after classifying.

4. Do a sequencing exercise similar to the one described in Activity 2, Day 1. First, use three shapes of one color only, e.g., red triangle, red square, red circle. Later on, vary the colors, but keep the tasks simple.

ACTIVITY 3: Worksheets

1. On the first worksheet, "Paste the Shapes," have the children glue some of the pieces they used for the game. Identify for the children the words in the worksheet that are below the shapes.

ACTIVITY 3 (Continued)

2. When they finish the task, have them do the worksheet "Shapes." They are to follow the dotted lines to make shapes. Point out the arrow that tells them which direction to go.

3. Provide additional exercises by passing out blank paper and letting the children draw different shapes by themselves.

ADDITIONAL ACTIVITY:

Read the poem "Hugis at Guhit" and have the children repeat the lines.

HUGIS AT GUHIT

Isa, dalawa
Bilog na mata.

At ngayon tatlo
Bibig na triyanggulo

Apat, lima, anim, pito
Kilay na rektanggulo.

Bumilang ng walo
Bilugan ang ulo.

Siyam at saka sampu
Kuwadrado ba ang ilong mo?

CONCEPT: Identity UNIT: Self-Discovery WEEK: 3 DAY: 4

OBJECTIVES:

The child will be able to:
1. Recall colors and shapes.
2. Identify big and little objects.
3. Follow directions given by the teacher.

MATERIALS:

AABC: 1. Student Worksheet, "Sizes" (Student Workbook, page 16)

Others: 1. Pictures of big and little objects.
2. Big and little objects in the classroom.
3. Set of shapes used for Activity 2, Day 3.

VOCABULARY:

malaki - big
maliit - little/small

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: Colors and shapes
2. Discussion: Big and little
3. Game: Attributes
4. Worksheet: Matching big and little objects

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Concept: Big and Little

ACTIVITY 1: Review

Recall the words for the colors and shapes by using the charts or by playing one or more of the suggested games in the previous lessons. If desired, do matching, sequencing, etc.

ACTIVITY 2: Big and little

1. Put a big triangle in the chart pocket. Review with the children the basic generalizations about triangles (three sides, three points).

2. Now put a small triangle beside it. Ask the children if it is a triangle, too. Count the sides and the points. Ask what the difference is between the two triangles (one is big, the other, little). Do the same for squares and other shapes. Put all the big ones in one column and the little ones in another. Label the columns as *big* and *little*.

3. Put some pictures of big and little objects on the chalk ledge (or use three-dimensional objects). Ask the children to pick out the big ones and to put them in a pile. Do the same for the little ones.

4. Ask them to look around the room and to name the big objects and the little ones. Talk about sizes in nature (a tree is little when it's young, but grows big after some time). Let the children predict how big they will become when they're grown up.

ACTIVITY 3: Game

1. Pass out a set of shapes (different sizes and colors) to each child. Tell them to listen carefully.

2. Say:
   "Put up a circle that is big and blue."
   ITAAS ANG BILOG NA MALAKI AT ASUL.

   The children look for the shape that has those attributes and put it up. Continue with other examples, naming just two attributes.

ACTIVITY 3 (Continued)

Variations:

a. Put up a shape that is little and red. (The children put up *any* shape that has these attributes.)
ITAAS ANG ISANG HUGIS NA MALIIT AT PULA.

b. Put up a shape that is little and *not* blue.
ITAAS ANG ISANG HUGIS NA MALIIT AT HINDI ASUL.

Start with easy tasks and progress to difficult ones.

ACTIVITY 4: Worksheet

Match the big object with the corresponding little one.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 3 DAY: 5

OBJECTIVES:

The child will be able to:
1. Sing a song.
2. Recall colors, shapes and sizes.
3. Follow directions given by the teacher.

VOCABULARY:

words for colors, shapes and sizes

GRAMMATICAL STRUCTURES:

MATERIALS:

AABC:
1. Song, "Hugis at Guhit" (page 182-183)
2. Student Worksheet, "Match the Shape" (Student Workbook page 17)

Others:
1. Picture from a book or magazine that has a lot of color.
2. Colors and shapes mounted on 8 1/2 x 11 cards.
3. Set of shapes for each child.

SUMMARY OF THE DAY'S ACTIVITIES:

1. Song: "Hugis at Guhit"
2. Review: Colors, shapes and sizes
3. Worksheet: Matching shapes

NOTES AND EXPLANATIONS:

Skill: Recognition of details

ACTIVITY 1: Song

Teach the song "Hugis at Guhit." The words are the same as the poem suggested as an additional activity in Day 3's lesson.

ACTIVITY 2: Review

1. Choose a colorful picture(s) from a book or a magazine. Show it to the children and let them study the picture. Then, ask them to describe and talk about it, pointing out details and naming the colors of the objects in the picture. Talk about what the setting of the picture is, the time or season, what the characters are wearing and doing, what they might be saying, what they might do next. This is an activity to stimulate oral language development. Encourage the children to use descriptive words and phrases.
2. Mount color and shape samples on 8 1/2 x 11 cards. Put the color cards on the chalk ledge and ask the children to name the colors from left to right to practice left-to-right progression. Do the same for the shapes. Also, count the cards from left to right.
3. Pass out the sets of shapes used in the previous lessons. Ask the children to classify these according to shape, color and size. For a more advanced activity, ask them to classify the shapes according to the number of sides and points, or according to two attributes (e.g., four sides and *not* green). Always ask them to *label* after every classification task, and to explain why they classified the shapes a certain way.

ACTIVITY 3: Worksheet

Directions: Put an X on the shape that is exactly like the one on the left.

FOLLOW-UP ACTIVITIES:

Time permitting, these activities should be practiced to reinforce skills:

1. Holding a pencil
2. Drawing straight lines
3. Connecting points with lines
4. Drawing circles and other shapes
4. Counting in Pilipino

CONCEPT: Identity UNIT: Self-Discovery WEEK: 4 DAY: 1

OBJECTIVES:

The child will be able to:
1. Listen to a story with interest, comprehension and enjoyment.
2. Sing a song.
3. Participate in a pantomime activity.

MATERIALS:

AABC:
1. Storybook, "Si Alex at mga Lobo"
2. Song, "Ang Lobo" page 184-185)

VOCABULARY:

kumikislap	- glistening
liwasan (parke)	- park
lumutang	- to float
mangarap	- to dream
titigan	- to stare or look closely
umugoy-ugoy	- to sway

SUMMARY OF THE DAY'S ACTIVITIES:

1. Story: "Si Alex at ang mga Lobo"
2. Song: "Ang Lobo"
3. Pantomime activity

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

This week is devoted to activities that will help develop both fine and gross motor skills.

ACTIVITY 1: Story

1. Read the story "Si Alex at ang mga Lobo" to the children, pausing briefly after each page to ask comprehension questions such as the ones suggested below and/or to define words which the children may not be familiar with.

   mangarap - to dream (in this story, to daydream)
   liwasan (parke) - park
   kumikislap - glistening
   umugoy-ugoy - to sway
   titigan - to stare or look closely
   lumutang - to float

   a. What did Alex daydream about at home/at school/when he's playing?
      NANGARAP NG ANO SI ALEX SA BAHAY/SA PAARALAN/NANG SIYA'Y NAGLARO?
   b. Where did he go one Sunday? Why does he like the park?
      SAAN SIYA NAGPUNTA ISANG ARAW NG LINGGO? BAKIT NIYA GUSTO ANG LIWASAN?
   c. Who did he see in the park? What were the balloons like?
      SINO ANG NAKITA NIYA SA LIWASAN? ANO ANG ITSURA NG MGA LOBO?
   d. What are the things he would do if he were a balloon?
      ANU-ANO ANG MGA BAGAY NA GAGAWIN NI ALEX KUNG SIYA AY ISANG LOBO?
   e. What happened to the balloon?
      ANO ANG NANGYARI SA LOBO?
   f. Who told Alex to wake up?
      SINO ANG NAGSABI KAY ALEX NA GUMISING?
   g. Would Alex want to be a balloon? Would *you* like to be a balloon?
      GUSTO BA NI ALEX NA MAGING LOBO? GUSTO BA NINYONG MAGING LOBO?

2. Talk about balloons: size, shape, colors, how they are blown up, what they are made of. If desired, bring some samples to class and let the children feel them and blow them up.

3. Go back to the beginning of the storybook and show the pictures to the children. This time, let them tell you the story, asking questions like "What is happening here?" or "What happened next?" (ANO ANG NANGYAYARI DITO? o ANO ANG NANGYARI PAGKATAPOS?) to keep the narration going.

ACTIVITY 2: Song

Teach the song "Ang Lobo."

ACTIVITY 3: Pantomime activity

1. Talk about the things Alex might do if he were a balloon. Talk about how a balloon might move when it's up in the air.

2. Say: "Can you show me how a balloon might move when the wind blows it away?"
   MAIPAPAKITA BA NINYO SA AKIN KUNG PAANO ANG PAGGALAW NG LOBO KUNG HINIHIPAN ITO NG HANGIN?

   Ask the children to pretend they're balloons and to show you the different ways ballons can move: swaying, floating, going up and down, turning, moving fast when there's a strong wind, etc. Encourage free and creative movement.

3. You may ask individual children to lead the group to do a type of movement.

4. While pantomiming movements, talk about how they might feel or what they would see or hear if they were balloons floating in the air, e.g., "The wind is blowing hard, how do you think the balloon feels? Is it cold/scared/dizzy?"
   MALAKAS ANG IHIP NG HANGIN. ANO KAYA ANG PAKIRAMDAM NG LOBO? NALALAMIGAN/NATATAKOT/NAHIHILO KAYA ITO? "Now we're flying over the mountains. What do we see?" NGAYON, LUMILIPAD TAYO SA IBABAW NG MGA BUNDOK. ANO ANG NAKIKITA NATIN?

5. Pantomine the end of the story, i.e., the balloon is losing air, floats down to earth and pops. The children might slowly come down to the floor and fall when the balloon pops.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 4 DAY: 2

OBJECTIVES:

The child will be able to:
1. Recall the song learned on Day 1.
2. Move creatively to music.
3. Share his ideas in a discussion.

MATERIALS:

AABC: 1. Song, "Ang Lobo" (page 184-185)

2. Student Worksheet, "Balloons" (Student Workbook page 18)

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review song: "Ang Lobo"
2. Creative movement activity
3. Discussion: "If I were a balloon..."
4. Worksheet: complete the balloons

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

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ACTIVITY 1: Review song

Review the song "Ang Lobo" and briefly review the events in yesterday's story.

ACTIVITY 2: Creative movement activity

Note: To prepare for this activity, tape the music to the song "Ang Lobo" several times and use it as music accompaniment. Or look for music that would lend itself to this activity.

1. Recall the pantomime activity the children had on Day 1. Tell them that this time, they will be moving to some music.
2. Play the music for the children and talk about the different movements that they can do to it.
3. Let the children engage in creative movement, moving like balloons to the music. Talk about what they are doing while they are performing the movements. To direct the children's movements, or to elicit different kinds of movement, the teacher may give verbal cues like "Now there's a strong wind blowing you away."

ACTIVITY 3: Discussion

Gather the children together and talk about the things they might do if they were balloons. Ask them to say "If I were a balloon, I would..." (KUNG AKO AY LOBO...) and let them complete the sentence.

ACTIVITY 4: Worksheet

Directions: Tear out the worksheets from the Workbooks. Give the children some construction paper (different colors) and ask them to draw circles. They are to cut out the circles and glue them to the tops of the strings on the worksheet to complete the balloons.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 4 DAY: 3

OBJECTIVES: The child will be able to: 1. Participate in activities that will develop gross motor skills.	MATERIALS:
VOCABULARY:	SUMMARY OF THE DAY'S ACTIVITIES: 1. Movement activity: Action words 2. Dance
GRAMMATICAL STRUCTURES:	NOTES AND EXPLANATIONS:

ACTIVITY 1: Movement activity

1. Teach the following action words to the children by asking them to perform the tasks:

   jump - LUMUNDAG KAYO
   run - TUMAKBO KAYO
   hop - KUMANDIRIT KAYO
   crawl - GUMAPANG KAYO
   skip - LUMUKSO KAYO
   walk - LUMAKAD KAYO
   dance - SUMAYAW KAYO

2. Ask the following questions:

   a. while doing the movement - "What are you/we doing?"
   ANO ANG GINAGAWA MO/NINYO/NATIN?
   b. after doing the movement - "What did you/we do?"
   ANO ANG GINAWA MO/NINYO/NATIN?

ACTIVITY 2: Dance

Teach these two simple children's dances that are ideal for teaching movement and rhythm. You may use others that are available.

1. La Raspa (Mexican)

2. Planting Rice (Filipino) - Teach the words to the song also, if desired, and let the children sing the song while performing the movements.

ADDITIONAL ACTIVITY:

Verses that children recite while jumping rope provide good language, rhythm and counting exercises. Here are some examples you might have the children recite while engaging in this activity. They are to be recited in a sing-song manner to go with the game's rhythm.

1. Ang saranggola ay pula
May buntot na maganda
Nasabit sa sanga
Kawawa naman ang saranggola
Isa, dalawa, tatlo, apat...

2. Ang kulambo ay panlaban
Sa lamok na matapang
Magkulambo maski araw
Dahil sa dami ng langaw.
Isa, dalawa, tatlo, apat...

3. Narito ang nanay ko
Ang sabi niya huwag tumakbo
Baka ako ay madapa
Masasaktan akong lubha.
Isa, dalawa, tatlo, apat...

CONCEPT: Identity UNIT: Self-Discovery WEEK: 4 DAY: 4

OBJECTIVES:

The child will be able to:
1. Pantomime actions that the other children can guess.
2. Do tasks in an activity book that will develop fine motor skills.

MATERIALS:

AABC: 1. Activity Book (pages 186-194)

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Pantomime activity
2. Activity book

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Pantomime activity

1. Ask each child to think of an animal. Ask him/her to pretend that he/she is that animal and to do an action in front of the group. The other children are to guess what animal the child is imitating.

2. Ask the children to pantomime everyday activities like eating, drinking, brushing teeth, etc. and let the group guess what action is being done.

ACTIVITY 2: Activity book

A nine-page activity book to help develop fine motor skills has been provided. It requires the children to connect dots with lines, draw lines and circles, match shapes, color, cut, paste, etc. Following are the instructions for each page. Make it a language activity by talking about each page before the children actually do the task.

Page 1: Connect the dots with straight lines following the direction of the arrow. PAGDUGTUNGIN ANG MGA TULDOK. MAGLAGAY NG MGA GUHIT HABANG SINUSUNDAN ANG MGA PALASO.

Page 2: Draw the stems of the flowers. IDROWING ANG TANGKAY NG MGA BULAKLAK.
Page 3: Draw the balloons. IDROWING ANG MGA LOBO.
Page 4: Draw a line from the runner to this finish line following the arrows. MAGLAGAY NG GUHIT MULA SA TAONG TUMATAKBO PATUNGO SA KATAPUSAN. SUNDAN ANG MGA PALASO.
Page 5: Look for the circle/square/triangle in these pictures. Can you tell what the pictures are? Trace the circle/square/triangle in the pictures. Color them. HANAPIN ANG BILOG/KUWADRADO/TRIYANGGULO SA MGA LARAWANG ITO. ALAM BA NINYO KUNG ANO ANG MGA LARAWANG ITO? BAKASIN ANG BILOG/KUWADRADO/TRIYANGGULO SA MGA LARAWAN. KULAYAN ANG MGA ITO.
Page 6: Look at the picture in each box. Draw one exactly like it beside the picture. TINGNAN ANG LARAWAN SA BAWAT KAHON. MAGDROWING NG ISANG KATULAD NITO SA TABI NG LARAWAN.

ACTIVITY 2: Activity book (Cont'd)

Page 7: This castle has missing parts. What are they? (tower, window, door, and the sun behind the castle) Look at the next page. Cut these parts out. Paste them in the right places on the castle.

Page 8: MAY MGA NAWAWALANG BAHAGI ANG PALASYONG ITO. ANU-ANO ANG MGA BAHAGING IYON? (tore, bintana, pinto, at ang araw sa likod ng palasyo) TINGNAN ANG SUSUNOD NA PAHINA. GUPITIN ANG MGA BAHAGING KAILANGAN NINYO UPANG MABUO ANG PALASYO. IDIKIT ANG MGA ITO SA PALASYO.

Page 9: Make a picture inside this picture frame. MAGDROWING NG ISANG LARAWAN SA LOOB NG KUWADRONG ITO.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 4 DAY: 5

OBJECTIVES: The child will be able to: 1. Hear different sounds. 2. Differentiate between loud and soft. 3. Describe sounds.	MATERIALS: Other: drum, xylophone, or other instruments or sound-producing objects
VOCABULARY: mahina - soft (sound) malakas - loud	SUMMARY OF THE DAY'S ACTIVITIES: 1. Listening activity 2. Concept: Loud and soft 3. Discussion: describing sounds
GRAMMATICAL STRUCTURES:	NOTES AND EXPLANATIONS: Concept: Loud and soft (sounds) Skill: Auditory Perception

ACTIVITY 1: Listening to sounds

1. Have ready different sound-producing objects or instruments.

2. Ask the children to close their eyes. Tell them to identify the sound that they hear, or the object or action that is producing the sound.

    a. snap your fingers.
    b. clap your hands.
    c. bang the drum.
    d. play the xylophone.
    e. cough.
    f. sneeze.
    g. tap the pencil on the table.

3. Have each child produce a sound that the group can guess.

4. Talk about sounds that they hear everyday--at home, at school, etc.

ACTIVITY 2: Loud and soft

1. Introduce the concept *loud* and *soft* by talking softly and loudly to the children, by banging the drum loudly or softly, or by playing notes loudly or softly on the piano.

2. Teach the words *malakas* (loud) and *mahina* (soft).

3. Let a child produce sounds on his own and ask the group to say if they are loud or soft.

4. Talk about loud and soft sounds that they hear everyday--the school bell, alarm clock, radio, children talking in the lunch room, etc. and let them tell you which ones are loud and which ones are soft.

5. Sing a folk song like "Bahay Kubo" or "Leron Leron Sinta." First, sing it in the regular manner. Then, pretend you're coming from another part of town going toward the school. The children will have to sing it very softly first and increase the volume more and more as they approach the

ACTIVITY 2: Loud and soft (Cont'd)

school. Reverse the order--from loud to soft.

ACTIVITY 3: Discussion: describing

Encourage the children to describe sounds that they might hear by providing statements like the following.

1. It is raining hard outside. What do I hear?
UMUULAN NANG MALAKAS SA LABAS. ANO ANG NARIRINIG KO?

raindrops on the pavement. ANG MGA PATAK NG ULAN SA BANGKETA.
loud pitter-patter on the roof. MALAKAS NA PATAK NG ULAN SA BUBONG.
people rushing about outside. MGA TAONG NAGMAMADALI SA LABAS.
umbrellas opening. PAGBUBUKAS NG MGA PAYONG.

2. I'm in the downtown area. What do I hear?
NASA "DOWNTOWN" AKO. ANO ANG NARIRINIG KO?

cars honking their horns loudly. MGA KOTSENG BUMUBUSINA.
people talking. MGA TAONG NAGSASALITA.
policemen blowing their whistles. PULIS NA SUMISILBATO.
construction workers with their equipment. MGA MAKINA NG MGA MANGGAGAWA SA KALYE.

3. I'm in a store. What do I hear?
NASA TINDAHAN AKO. ANO ANG NARIRINIG KO?

people talking or arguing. MGA TAONG NAGSASALITA o NAKIKIPAGTALO.
cash registers ringing. ANG TUNOG NG "CASH REGISTER" (o LALAGYAN NG PERA.
children talking to their mothers. MGA BATANG NAKIKIPAG-USAP SA KANILANG MGA NANAY.

Use other examples.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 5 DAY: 1

OBJECTIVES:

The child will be able to:
1. Listen to a poem.
2. Share his ideas in a discussion.
3. Participate in a fingerplay activity.

MATERIALS:

AABC:
1. Finger puppet designs (page 195)
2. Student Worksheet, "This Is Me" (Student Workbook, page 19)

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Poem: "Ang Sabi ng Mga Tao"
2. Discussion: Each person is unique
3. Follow-up activities

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development Topic: Each individual is unique.

ACTIVITY 1: Poem

Read the poem "Ang Sabi ng mga Tao."

ANG SABI NG MGA TAO

Ang sabi ng mga tao
Kamukha ko raw ang nanay ko.

Ang sabi ng mga tao
Ang mata ko raw ay kagaya ng lolo ko.

Ang sabi ng mga tao
Ang ilong ko raw ay kagaya ng tatay ko.

Ngunit ang talagang gusto ko
Ay maging kamukha ko.

ACTIVITY 2: Discussion

1. Tell the children that they will be describing themselves to the group. To stimulate their thinking, you might ask this question: "If you get lost in a crowd, how would I find you?" KUNG IKAW AY NAWALA SA KARAMIHAN NG TAO, PAANO KITA MAKIKITA?

   Have the children describe what they look like, the clothes they wear, etc.

2. Ask:
   "Do we all look alike? Why not?"
   MAGKAKAMUKHA BA TAYONG LAHAT? BAKIT HINDI?

   The children will have a variety of responses. Discuss each response with the group. Lead the children to recognize the uniqueness of each person: "Each one of us is unique." ANG BAWAT ISA SA ATIN AY BUKUDTANGI O WALANG KATULAD.

ACTIVITY 2: Discussion (Cont'd)

3. Call on two children to stand up in front of the group. Ask the group if the two children look alike. Have the group describe them, pointing out similarities and differences, e.g., both may have black hair, but one has short hair, the other, long. Find out what the two children like and dislike, the things they have in common, etc., to point out their uniqueness further. Call on other pairs of children.

4. Reiterate the topic by reminding the children that each one of them is unique, that there is no one else anywhere like them. Even twins, though they may physically resemble each other, are unique because they have different likes and dislikes and different interests.

ACTIVITY 3: Follow-up activities

1. Pass out copies of the finger puppet design to the children. They are to color and cut out the puppets. Help the children make the puppets. When they are ready, ask them to slip the puppets on their fingers according to the directions given on the activity sheet.

   Recite these verses to the children. Then have them repeat the verses after you. Move the appropriate finger for each verse.

Ito'y limang batang nakaupo sa bangkô
Ang sabi ng una, "Ako'y may salamin sa mata
Na araw-araw kailangan ko upang makakita."

Ang sabi nitong pangalawang bata
"Mas kulot ang buhok ko kaysa sa buhok mo
Pero ako'y di kasing tangkad mo."

Ang sabi ng pangatlong bata
"Katawan ko'y malaki at lubhang malusog
Dahil sa pagkain ng gatas at itlog."

Ang sabi naman nitong pang-apat na bata
"Buhok ko'y hindi kasinghaba
at hindi kasing-itim, totoo nga!"

ACTIVITY 3: Follow-up activities (Cont'd)

Ang sabi ng batang panglima sa lahat
"Ako'y mas maliit at mas payat
Pero pag tayo'y tumakbo, ako'y sing bilis mo."

Nagtinginan ang limang bata at nagyakap-yakapan
Tunay nga sila'y magkakaiba ngunit bukodtangi naman.
Ang sabi nila, "Ikaw ay ikaw, at ako ay ako,
Bawat isa ay walang katulad sa buong mundo."

2. For further development of the idea that each individual is unique, use the worksheet accompanying this lesson and do the following tasks:

   a. Ask each child to write his name in the box provided above. If he/she cannot write his/her own name, provide dotted lines for him/her to trace.
   b. Have an inked stamp pad available. Let each child make his thumb print (TATAK NG DALIRI). Explain to the children that you can tell people apart by their thumb prints because no two prints are exactly the same.
   c. Ask them to draw a picture of themselves. Provide a mirror or small mirrors if desired.
   d. Have the group examine each other's pictures. Talk about the worksheets. Ask them if the handwriting, thumb prints and pictures all look alike. Ask for observations. Each writing, print and picture is different because each is unique and each reflects the person's uniqueness.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 5 DAY: 2

OBJECTIVES:

The child will be able to:
1. Recognize similarities and differences in objects.
2. Explain similarities and differences in size and use (and/or color).
3. Follow directions given orally.

MATERIALS:

AABC: 1. Student Worksheet, "Same and Different" (Student Workbook, page 20)

Other: 1. Pairs of objects or pictures in the room that will help the children identify similarities and differences.

VOCABULARY:

magkaiba	- different
magkatulad	- same

SUMMARY OF THE DAY'S ACTIVITIES:

1. Background activity
2. Discussion with worksheet: Same and Different
3. Worksheet activity

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Concept: Same and Different

ACTIVITY 1: Background

1. For this activity, prepare pairs of objects in the room that will help the children identify similarities and differences.

2. Teach the words and the concepts *alike* (MAGKATULAD) and *different* (MAGKAIBA) by using the objects.
   Example: Show two sheets of construction paper (same size, different colors). Ask the children if both objects are the same (yes, in some ways). Discuss the shape, the size, and perhaps the texture. Then discuss the difference in color.

3. Show two sheets of lined paper, one big, and the other, small.

   Ask the questions:
   "How are these two sheets alike?"
   (They both have lines on them, or they're the same color, etc.)
   ANO ANG PAGKAKATULAD NG MGA ITO?
   (Parehong may guhit, o pareho ang kulay, etc.)

   "How are they different?"
   (One is bigger)
   ANO ANG PAGKAKAIBA?
   (Mas malaki ang isa)

   Do the same with other examples like pencils, pens, desks, sweaters, pieces of chalk, etc. Choose pairs of objects that differ only in one or two attributes, e.g., color, shape, size or use.

ACTIVITY 2: Discussion with worksheet

1. Tear out the worksheets for this activity and pass them out to the children. When asking questions about comparisons, limit them to size and use. (Note: If time permits, the teacher might want to color the pictures for the children. Then, questions about size, use *and* color may be asked.)

ACTIVITY 2: Discussion with worksheet (Cont'd)

If the children contribute other attributes like texture, material, weight, etc., accept them but leave them for future concept development.

2. Discuss the pictures. As you go from left to right, have the children point to each picture.

   a. Look at the first picture. Put your finger on it. What are these two things? How are they alike? How are they different? Who would use the big one/the little one? How do we use them?
   TINGNAN ANG UNANG LARAWAN. ILAGAY ANG DALIRI DITO. ANU-ANO ANG MGA BAGAY NA ITO? ANO ANG PAGKAKATULAD NG MGA ITO? ANO ANG PAGKAKAIBA? SINO ANG MAAARING GUMAMIT NITONG MALAKING SAPATOS/NITONG MALIIT NA SAPATOS? PAANO NATIN GINAGAMIT ITO?

   b. Look at the second picture. Put your finger on it. What are these? How are they alike? How are they different? What are they used for? Can you use a shoebrush to brush your teeth? Why not?
   TINGNAN ANG PANGALAWANG LARAWAN. ILAGAY ANG DALIRI DITO. ANU-ANO ANG MGA ITO? ANO ANG KANILANG PAGKAKATULAD? ANO ANG PAGKAKAIBA? MAGAGAMIT BA ANG ESKOBA SA SAPATOS SA PAGSISIPILYO NG NGIPIN? BAKIT HINDI?

   c. Continue with the other pictures in this fashion.

ACTIVITY 3: Worksheet activity

1. Pass out scissors. Have the children cut the squares. The teacher should have his/hers already cut up.

2. Put a sequence of three pictures in the chart pocket. Put them up from left to right identifying them as you go along.

Example: "These are things that we put on our feet." (Put shoe picture
ITO ANG ISINUSUOT NATIN SA PAA. up on the left.)

ACTIVITY 3: Worksheet activity (Cont'd)

"These are things we use for writing." (Put pen and pencil
ITO ANG GINAGAMIT NATIN SA PAGSULAT. picture next to #1)
"These are things we can ride in." (Put car and wagon picture
ITO ANG MGA MAAARI NATING SAKYAN. to the right of #2.)

Ask the children to make the same sequence with their pictures.

3. After a few tasks, let them identify the pictures to you following the above example and pointing to the pictures from left to right.

4. Count the number of pictures to review numbers in Pilipino.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 5 DAY: 3

OBJECTIVES:

The child will be able to:
1. Observe similarities and differences.
2. Match objects that are alike.
3. Differentiate left and right.

MATERIALS:

AABC:
1. Student Worksheet, "Find the Pair" (Student Workbook, page 21)
2. Student Worksheet, "Which is Different?" (Student Workbook, page 22)

VOCABULARY:

kaliwa - left
kanan - right

SUMMARY OF THE DAY'S ACTIVITIES:

1. Worksheet activity
2. Concept: Left and right

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Skill: Finding similarities and differences
Concept: Left and right

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ACTIVITY 1: Worksheets

1. Tear out the worksheets needed for this activity.
2. Do the first one ("Find the Pair") with the children. Explain to them that in each box, they are to look for two of the objects that are exactly the same, and to circle them. As they finish each box, talk about each picture. Ask them why they circled the ones they did. Let them point out similarities and differences.
3. On the second worksheet ("Which is Different?"), ask the children to put an 'X' on the object that's different from the rest of the series. Have them do all five. When they're finished, talk about each series and ask them to explain why the X'ed one is different.

ACTIVITY 2: Left and right

1. Teach *left* (KALIWA) and *right* (KANAN) using the following suggested activities:

   a. Face the chalkboard with the children. Raise your left hand and say:
   "This is my left hand." ITO ANG KALIWANG KAMAY KO.
   Ask them to raise their left hands. Raise your right hand and say:
   "This is my right hand." ITO ANG KANANG KAMAY KO.
   Ask them to do the same. Ask the children to say the words orally while raising their hands.

   b. Pin a large piece of red paper on the left side of the board and a green piece of paper on the right. Identify the location of the two pieces of paper. Ask the children to point to the paper that is on the left (red) and then the one that is on the right (green).

   Put some objects below the red paper, others below the green one. Ask the children where a certain object is: "Where is the ball?" (On the left or on the right) NASAAN ANG BOLA? (Nasa kaliwa o nasa kanan) Have the children say the location while pointing to it.

ACTIVITY 2: Left and right (Cont'd)

c. Using the same paper markers, ask some children to stand near the red paper, others, near the green one. Ask the children to tell you where a certain child is.

d. Say:
"Let's follow this line."
SUNDAN NATIN ANG GUHIT NA ITO.

Draw a line starting from the left, and while drawing it toward the right, say:
"This line is going from the left to the ______________?"
ANG GUHIT NA ITO AY NAGMUMULA SA KALIWA PATUNGO SA ______________?

The children should say *right* (KANAN). Ask each child to come to the board to draw a line from left to right.

2. Reinformcement:

a. Play "Simon Says" (SABI NI SIMON). Give directions like "Raise your right hand," (ITAAS ANG KANANG KAMAY) or "Put your left hand on your head" (ILAGAY ANG KALIWANG KAMAY SA ULO), and others.
b. Sing "Kamay, Paa, Sa Loob at Labas" (Week 2) while doing the actions.

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CONCEPT: Identity UNIT: Self-Discovery WEEK: 5 DAY: 4

OBJECTIVES:

The child will be able to:
1. Compare objects using *mas/kaysa sa* constructions.
2. Follow directions given orally.

MATERIALS:

AABC: 1. Student Worksheet, "Comparisons" (Student Workbook page 23)

Other: 1. Objects and pictures that will teach comparison of inequality.

VOCABULARY:

mababa	- short (height)
mahaba	- long
mahina	- soft (sound)
maigsi/maikli	- short (length)
malakas	- loud (sound)
malaki	- big
maliit	- small
mataas	- tall (buildings, inanimate objects)

SUMMARY OF THE DAY'S ACTIVITIES:

1. Discussion: Comparisons
2. Listening activity
3. Worksheet: Comparisons

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Vocabulary Development: Adjectives and Comparisons of inequality using *mas/kaysa sa*

ACTIVITY 1: Comparisons

1. Have ready pairs of objects or pictures that will teach comparisons of inequality to the children, e.g., small and big, short and long, tall and short, loud and soft.

2. Since size has already been introduced, start with big and small. Show a small red triangle and a big blue triangle. Ask what the difference is between the two (one is big and the other is small).

   Ask:
   "Which is bigger, the red triangle or the blue one?"
   ALIN ANG MAS MALAKI, ANG PULANG TRIYANGGULO O ANG ASUL?

   Direct the children to use the construction "*Mas* malaki ang pula *kaysa sa* asul."

3. Review the words loud and soft (MALAKAS AT MAHINA) by playing two notes on the piano (one loud and one soft) or by banging a drum.

   Ask:
   "Which was louder, the first sound or the second sound?"
   ALIN ANG MAS MALAKAS, ANG UNANG TUNOG O ANG PANGALAWA?

   Again, direct them to use the *mas/kaysa sa* construction.

   Ask:
   "Which animal do you think would make a louder noise, a mouse or a dog? Why?"
   SA PALAGAY NINYO, ALING HAYOP ANG MAKAKAGAWA NG MAS MALAKAS NA TUNOG, ANG DAGA O ANG ASO?

   Ask the children to imitate noises that different animals make and to tell which ones are louder than others.

4. Teach the new adjectives on the vocabulary list (mataas, mababa, mahaba, maigsi/maikli) before doing the comparison task. Use three-dimensional visual aids or pictures to illustrate the adjectives, e.g., two trees to show height, two pencils or pieces of string to show length, etc.

ACTIVITY 1: Comparisons (Cont'd)

5. Do the comparison task by following the same procedures above.

ACTIVITY 2: Listening activity

1. Put all the objects or pictures you have used on the table or on the floor, in pairs.

2. Call on individual children to pick up: e.g., the pencil that's shorter, the ball that's smaller, the picture of a building that's taller, etc. (KUNIN MO ANG LAPIS NA MAS MAIGSI, etc.)

ACTIVITY 3: Worksheet

1. On the worksheet "Comparisons," ask the children to put an 'X' on: (LAGYAN NG 'X' ANG)

a.	the shorter pencil	ANG LAPIS NA MAS MAIGSI
b.	the taller tree	ANG PUNONG MAS MATAAS
c.	the smaller house	ANG BAHAY NA MAS MALIIT
d.	the animal that will make a louder sound	ANG HAYOP NA MAKAKAGAWA NG MAS MALAKAS NA TUNOG
e.	the girl with longer hair	ANG BABAENG MAS MAHABA ANG BUHOK
f.	the bigger ball	ANG BOLANG MAS MALAKI

2. Time permitting, ask the children to make comparisons of the pictures in each box.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 5 DAY: 5

OBJECTIVES:

The child will be able to:
1. Follow a clapping sequence.
2. Differentiate between high and low notes.
3. Recall previous lessons.

MATERIALS:

VOCABULARY:

mababa - low (sound/note)
mataas - high (sound/note)

SUMMARY OF THE DAY'S ACTIVITIES:

1. Listening activity
2. Concept: High and low
3. Review: Previous lessons

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Skill: Listening
Concept: High and low sounds

ACTIVITY 1: Listening activity

1. Tell the children to listen carefully. Ask them to count the number of times you clap your hands. Clap your hands twice. Ask the children how many times you did it. Do the activity several times. You might also ask some children to take the teacher's role.

2. Next, the children are to duplicate the action by clapping their hands the same number of times you clapped yours.

3. Then, for a more advanced activity, do a clapping sequence: clap-clap, pause, clap-clap. Ask the children to do the same. Do different sequences.

ACTIVITY 2: High and low

1. Introduce the concepts *high* (MATAAS) and *low* (MABABA) sounds/notes by playing some high notes and some low notes on the piano. Ask the children if they can describe each set of sounds or if they can associate them with something, e.g., low notes - lion growling or elephants marching; high notes - birds singing, etc.

2. Teach the words *mataas na tunog o nota* (high sound/note) and *mababang tunog o nota* (low sound/note).

3. Have them think of animal or nature sounds that might illustrate high and low sounds (mouse's squeak, a lion's roar, a bird's chirping, etc.)

4. Ask them to say a sentence with a low voice, then to say the same sentence with a high voice.

5. Have them reproduce the low note that you are playing on the piano, then the high note.

ACTIVITY 3: Review

Review previous lessons.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 6 DAY: 1

OBJECTIVES: The child will be able to: 1. Listen to a story with interest, enjoyment and comprehension. 2. Retell the story in his own words. 3. Share his ideas in a discussion.	MATERIALS: AABC: 1. Storybook, "Ang Paruparo" 2. Teaching picture, "Sequences" (page 196) Other: 1. Picture of a butterfly.
VOCABULARY:	SUMMARY OF THE DAY'S ACTIVITIES: 1. Story: "Ang Paruparo" 2. Discussion: Changes
GRAMMATICAL STRUCTURES:	NOTES AND EXPLANATIONS: Oral Language Development topic: We change and grow

ACTIVITY 1: Story

1. Before reading the story, show a picture of a butterfly and ask the children questions about it, e.g., color of butterflies, size, how they fly, what they do, etc.
2. Read the story, "Ang Paruparo."
3. Ask comprehension questions about the story.
4. Ask the children to retell the story in their own words. If so desired, the teacher may show pictures from the book as the children retell the story.
5. Extend the story by asking the children to name the things the butterfly might do now that it is full grown and can fly. They might want to construct additional episodes.

ACTIVITY 2: Discussion

Note: For this activity, the teaching picture, "Sequences" should be mounted on tagboard, colored if desired, and cut up to be used for Day 1 and Day 2. The individual pictures will be used for sequencing.

1. Ask:
   "Did you know that when a butterfly is born, it doesn't look like a butterfly? The mother butterfly first lays eggs."
   ALAM BA NINYO NA PAG IPINANGANAK ANG ISANG PARUPARO, ITO AY HINDI MUKHANG PARUPARO? UNA MUNA, NANGINGITLOG ANG INANG PARUPARO.

   Put the first frame of the butterfly series in the chart pocket or on the chalk ledge. Continue discussing the life cycle of the butterfly (caterpillar - UOD, cocoon - BAHAY-UOD, butterfly - PARUPARO). As you arrange the frames from left to right, point out the different changes that the insect goes through to become a full grown butterfly.

ACTIVITY 2: Discussion (Cont'd)

2. Tell the children that we undergo certain changes, too, as we grow up to be adults. Show the man series, from infancy to adulthood, stopping after every frame to discuss that particular stage. Ask the children what stage they're in (Are you babies? Are you grown up?). Ask how we can tell people of different ages apart, besides by their height.
3. Now discuss the life cycle of a plant, again pointing out the changes.
4. Direct the children to conclude that humans and all living things grow and change.

ADDITONAL ACTIVITY:

Dramatize the story, "Ang Paruparo."

CONCEPT: Identity UNIT: Self-Discovery WEEK: 6 DAY: 2

OBJECTIVES:

The child will be able to:
1. Recall the events in Day 1's story.
2. Arrange pictures from left to right in their proper sequence.
3. Sing a song.

VOCABULARY:

GRAMMATICAL STRUCTURES:

MATERIALS:

AABC:
1. Teaching pictures, "Ang Paruparo" (page 197-200)
2. Teaching picture, "Sequences" (page 196)
3. Song, "Ang Paruparo" (page 201-202)
4. Student Worksheet, "Brushing Teeth" (Student Workbook page 24)

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: Events in the story
2. Song: "Ang Paruparo"
3. Worksheet: Putting pictures in their proper sequence

NOTES AND EXPLANATIONS:

Skill: sequencing
left-to-right progression

ACTIVITY 1: Recalling and sequencing

1. Present the teaching pictures showing four events from the story, but don't arrange them in sequence.

2. Say:
"Here are some pictures that tell the story of the butterfly, but they're not properly arranged. Let's see if you can arrange them."
ETO ANG MGA LARAWANG NAGKUKUWENTO TUNGKOL SA PARUPARO. HINDI TAMA ANG PAGKAKAAYOS NITO. TINGNAN NATIN KUNG MAAAYOS NINYO ANG MGA LARAWANG ITO.

3. Recall the story from the beginning and let the children decide which picture should go first, second, third and last. Arrange the pictures in the proper order.

4. Review the discussion on changes. Show the cut-up frames used in Activity 2, Day 1. While talking about each series, ask the children to arrange the pictures in sequence from left to right. As you do this, review the words for left and right also.

ACTIVITY 2: Song

Teach the song "Ang Paruparo." Supply body movements if you wish.

ACTIVITY 3: Worksheet

1. Tear out the worksheets "Brushing Teeth" and pass them out to the children.

2. Talk about the pictures. What is the boy doing? Direct the children to observe that the pictures are out of sequence.

3. Pass out scissors. Ask the children to cut out the squares and then paste them on a strip of construction paper following the correct sequence from left to right.

4. The children may color the pictures.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 6 DAY: 3

OBJECTIVES:

The child will be able to:
1. Recognize time sequence through the words for yesterday, today and tomorrow.
2. Learn the names for the days of the week.

MATERIALS:

AABC: 1. Student Worksheet, "Time Sequence" (Student Workbook page 25)
Other: 1. A calendar.

VOCABULARY:

Linggo	- Sunday
Lunes	- Monday
Martes	- Tuesday
Miyerkules	- Wednesday
Huwebes	- Thursday
Biyernes	- Friday
Sabado	- Saturday

SUMMARY OF THE DAY'S ACTIVITIES:

1. Concept: Yesterday, today, tomorrow
2. Worksheet activity
3. Discussion: Days of the week

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Concept: Time sequence (Yesterday, today, tomorrow)
Vocabulary: Days of the week

ACTIVITY 1: Yesterday, today, tomorrow

1. Introduce the concept of yesterday, today and tomorrow by asking questions like:

Tell us something you did yesterday.	ANU-ANONG MGA BAGAY ANG GINAWA NINYO KAHAPON?
Tell us something you've done today.	ANU-ANONG MGA BAGAY ANG GINAWA NINYO NGAYONG ARAW NA ITO.
Tell us something you'll do tomorrow.	ANU-ANONG MGA BAGAY ANG GAGAWIN NINYO BUKAS?

The children will have a variety of responses. Accept all of them, always emphasizing *when* they did, are doing, or will do the activities.

2. Teach the words KAHAPON, NGAYON, BUKAS by recalling something the class did yesterday, something the class is doing today and something the class might do tomorrow.

3. Pass out worksheets to the children.

Say:
a. Tell me what's happening in these pictures. Look at the first picture on top (show where the picture is). What is the boy doing? Where is he? Now pretend this happened yesterday. How will you tell me about it? (He swam yesterday.) What if it's happening today? How would you say it? (He's swimming today.) Pretend it's going to happen tomorrow. (He will swim tomorrow.) SABIHIN NINYO SA AKIN KUNG ANO ANG NANGYAYARI SA MGA LARAWANG ITO. TINGNAN ANG UNANG LARAWAN SA ITAAS (ituro kung saan). ANO ANG GINAGAWA NG BATANG LALAKI? NASAAN SIYA? MAGKUNWARI TAYO NA NANGYARI ITO KAHAPON. PAANO NINYO SASABIHIN SA AKIN KUNG ANO ANG NANGYARI? (Naglangoy siya kahapon.) KUNG NANGYAYARI ITO NGAYON, PAANO SASABIHIN ITO? (Naglalangoy siya ngayon.) MAGKUNWARI TAYO NA MANGYAYARI ITO BUKAS. PAANO NINYO SASABIHIN IYON? (Maglalangoy siya bukas.)
b. Continue with the other pictures. Ask what's happening, where the child/children/people is/are. Make them tell you the event as if it happened yesterday, as if it's happening today, and as if it will

ACTIVITY 1: Yesterday, today, tomorrow (Cont'd)

happen tomorrow.

ACTIVITY 2: Worksheet activity

1. The chilren are to mark the pictures according to the directions below. Note that there are no right or wrong answers. The object of this activity is to reinforce understanding of time sequence and to practice oral language expression.

   a. Draw a red circle around something that might have happened yesterday.
   BILUGAN ANG LARAWAN NA MAAARING NANGYARI KAHAPON. GAMITIN ANG PULANG KRAYOLA.

   b. Draw a green circle around something that might be happening today.
   BILUGAN ANG LARAWAN NA MAAARING NANGYAYARI NGAYON. GAMITIN ANG BERDENG KRAYOLA.

   c. Draw an orange circle around something that might happen tomorrow.
   BILUGAN ANG LARAWAN NA MAAARING MANGYARI BUKAS. GAMITIN ANG OREYNS NA KRAYOLA.

2. Ask the children to tell you why they marked each one as they did.

ACTIVITY 3: Days of the week

1. Present a calendar (KALENDARYO) to the children. Ask them if they know what it is. If they don't, explain what it's for. Point out the name of the month on top, the numbers representing the days, and the names of the days.

2. Show a week on the calendar and point out the seven days that make up a week.

ACTIVITY 3: Days of the week (Cont'd)

3. Teach the names for the days of the week, pointing to them on the calendar from left to right. Have the children repeat the names after you several times.

4. To reinforce the previous activity, say:
   "Yesterday was (Monday). Today is (Tuesday). Tomorrow will be (Wednesday)."
   (LUNES) KAHAPON. (MARTES) NGAYON. (MIYERKULES) BUKAS.

   Have the children repeat the sentences. *Note:* The teacher might do this everyday before the Pilipino lesson to reinforce the days of the week.

5. Mention some things that the class did yesterday, is doing today, and will do tomorrow as you point out the names of those three days.
   Example: "Yesterday was Tuesday; we played dodgeball."
   MARTES KAHAPON; NAGLARO TAYO NG DODGEBALL.

CONCEPT: Identity UNIT: Self-Discovery WEEK: 6 DAY: 4

OBJECTIVES:

The child will be able to:

1. Recall the names of the days of the week.
2. Compare objects using *pinaka-* (superlative) constructions.
3. Follow directions given orally.

MATERIALS:

AABC: 1. Student Worksheet, "The Most..." (Student Workbook page 26)

Other: 1. Objects or pictures that will teach the superlative (see vocabulary list).

VOCABULARY:

mabagal	- slow
mabilis	- fast
matanda	- old
bata	- young
maliwanag	- bright
madilim	- dark

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: Days of the week
2. Discussion: Comparisons
3. Listening game
4. Worksheet: Put an X on the biggest, etc.

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Vocabulary Development: Adjectives
Superlative

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ACTIVITY 1: Review

Review the names of the days of the week by having the children call them out in sequence. Say the sentences "Yesterday was ____________; Today is ____________; Tomorrow is ____________" with the children.

ACTIVITY 2: Comparisons

1. Have ready objects or pictures in sets of three that will teach the superlative: biggest, smallest; shortest, longest; tallest, shortest; loudest, softest; slowest, fastest; oldest, youngest; brightest, darkest.

2. While teaching the superlative, the *mas/kaysa sa* construction may be reviewed and reinforced by first showing two objects such as a small red and a big blue triangle. Ask what the difference is between the two and which one is bigger. ("The blue triangle is bigger than the red one." MAS MALAKI ANG ASUL NA TRIYANGGULO KAYSA SA PULA.) Now show an even bigger green triangle. Ask which one is bigger, the blue or the green. Ask if the green is bigger than the red, too.

   Say:
   "Of these three triangles, we say that this (point to the green) is the *biggest* triangle."
   SA TATLONG TRIYANGGULO ITO, SINASABI NATIN NA ITO (ituro ang berde) ANG PINAKAMALAKI.

   Ask the children which triangle is the biggest and direct them to use the construction "Ang berde ang *pinaka*malaki" or "*Pinaka*malaki ang berde."

   Now say:
   "If the green one is the biggest, which one is the smallest?"
   KUNG ANG BERDE ANG PINAKAMALAKI, ALIN ANG PINAKAMALIIT?
   Again, direct the children to use the construction above.

3. Review the other adjectives presented on Week 5, Day 4 and teach the new adjectives on today's vocabulary list using the same procedure.

ACTIVITY 3: Game

Display all the objects or pictures used. Play a game by asking the children to:

a. Touch the biggest ball.
   HIPUIN ANG PINAKAMALAKING BOLA.
b. Point to the tallest tree.
   ITURO ANG PINAKAMALAKING PUNONG KAHOY.
c. Pick up the shortest pencil.
   PULUTIN ANG PINAKAMAIGSING LAPIS.
d. Touch the slowest animal.
   HIPUIN ANG PINAKAMABAGAL NA HAYOP.
e. Touch the animal that will make the loudest noise.
   HIPUIN ANG HAYOP NA MAKAGAGAWA NG PINAKAMALAKAS NA INGAY.

and so on...

ACTIVITY 4: Worksheet

1. On the worksheet "The Most...," ask the children to put an X on: (LAGYAN NG X ANG:)

a.	The biggest ball.	PINAKAMALAKING BOLA.
b.	The fastest vehicle.	PINAKAMABILIS NA SASAKYAN.
c.	The shortest plant	PINAKAMABABANG HALAMAN.
d.	The brightest light.	PINAKAMALIWANAG NA ILAW.
e.	The youngest person.	PINAKABATANG TAO.
f.	The animal that will make the softest sound.	HAYOP NA MAKAGAGAWA NG PINAKAMAHINANG INGAY.

2. Have the children describe the X'ed objects for language practice. (ITO ANG PINAKAMALAKING BOLA, etc.)

CONCEPT: Identity UNIT: Self-Discovery WEEK: 6 DAY: 5

OBJECTIVES:

The child will be able to:
1. Follow a clapping sequence.
2. Remember details in a picture shown him.
3. Follow directions given orally.

MATERIALS:

Other: 1. An interesting picture with enough details.

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Listening activity
2. Skill: Remembering details in a picture
3. Game: Following directions

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Skills: Listening
Following directions
Remembering details

ACTIVITY 1: Listening activity

Do Activity 1, Week 5, Day 5 (clapping) with the children. This time, present sequences that are somewhat harder and require careful listening. Example: (slow) clap, clap, clap, clap; (fast) clap-clap; (slow) clap, clap, clap, clap.

ACTIVITY 2: Remembering details

Show a picture that has a lot of details in it (e.g., animals, plants, people, etc.). Ask the children to look at it carefully to observe the details. After about 30 seconds, take the picture away. Ask the children to name the things they remember seeing in the picture. You might want the children to use this construction: "I saw a ______________." NAKITA KO ANG ________ or NAKAKITA AKO NG ______________.

ACTIVITY 3: Following directions

Give each child a simple task consisting of two parts, e.g., go to the board and draw a line. Then, present harder tasks consisting of three or four parts.

UNIT 2: GROUPS

CONCEPT: Identity UNIT: Groups WEEK: 7 DAY: 1

OBJECTIVES:

The child will be able to:
1. Learn the names for three basic groups: home, school and neighborhood.
2. Share his ideas in a discussion.
3. Describe certain activities that take place in his home, school and neighborhood.

MATERIALS:

AABC:
1. Teaching pictures, "Groups" (page 204-206)
2. Student Worksheet, "We Belong to Different Groups" (Student Workbook, page 27)

VOCABULARY:

bahay/tahanan/tirahan	- home
kapit-bahay	- neighbor
grupo/pangkat	- group
paaralan/eskuwelahan	- school
paligid	- neighborhood

SUMMARY OF THE DAY'S ACTIVITIES:

1. Background Discussion: Groups
2. Discussion with worksheet

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development topic:
We belong to different groups

ACTIVITY 1: Background discussion

1. Draw a stick figure on the board.

   Say:
   "Here is a man. He is alone. There is no one around him."
   ETO ANG ISANG TAO. NAG-IISA SIYA. WALA SIYANG KASAMA.

   Draw other figures beside and around the first figure.

   Say:
   "Now there are people around him. When people get together like this, we call them a group."
   NGAYON, MARAMI SIYANG KASAMA. PAG NAGSAMA-SAMA ANG MGA TAO KAGAYA NITO, ANG TAWAG SA KANILA AY ISANG GRUPO (o PANGKAT).

2. Teach the word for group and reinforce its meaning by asking the children if they are part of a group right now. Why? Do the following tasks:

   a. Ask the boys to form one group, the girls another;
   b. Form groups according to the color of clothes the children are wearing;
   c. Form groups according to height;
   d. Form groups according to likes (e.g., those who like chocolate, milk, etc.).

   Identify the groups after every task, i.e., "This is the group that likes to drink milk; this is the group that likes chocolate, etc."

3. Say:
   "Here are three kinds of groups that we all belong to."
   ETO ANG MGA LARAWAN NG TATLONG URI NG GRUPO. LAHAT TAYO AY KASALI SA MGA GRUPONG ITO.

4. Ask:
   "Who are the people with us at home/in school/around the neighborhood?"
   SINU-SINO ANG MGA KASAMA NATIN SA BAHAY/SA PAARALAN/SA PALIGID NG ATING TIRAHAN?

ACTIVITY 1: Background discussion (Cont'd)

Discuss certain activities that the children might engage in as part of each of these groups.

ACTIVITY 2: Discussion with worksheet

1. Tear out the worksheets for this activity and pass them out to the children.

2. Ask them to identify the three pictures on top representing the three groups. Direct their attention to the box below and the big dot on the left. Ask them to put their fingers on the dot. They are to follow the broken line with their fingers.

   Say:
   "These children are walking. Let's follow them. Follow the line with your fingers."
   NARITO ANG MGA BATANG LUMALAKAD. SUNDAN NATIN SILA. SUNDAN ANG GUHIT.

3. Stop when you get to the house and ask them to look at the boxes above it. Call their attention to the pictures. Ask which activity we can do at home with a group of people (picture of the family having dinner together). Talk about what it might feel like to eat dinner alone. Ask them to name other activities they do at home with the family.

4. Continue following the broken line and stop at the school. Again, ask the children to look at the pictures above. Ask if the child on the left is part of a group (no, he's alone). On the right, ask what the child is doing with the group. Talk about engaging in different activities with a group at school.

5. Follow the line to the neighborhood. Ask them to look at the pictures above. Ask which picture shows a child with a group of people (the second one.) Talk about the children's own neighborhoods. Who do they see? What do they do? Talk about the behavior of the boy in the first picture (vandalism).

ACTIVITY 2: Discussion with worksheet (Cont'd)

6. Ask the children to draw a line from the settings below to the pictures above showing children in groups. Use either a pencil or a crayon.

7. Summarize the discussion by asking the children what a group is and by reiterating that we all belong to different types of groups. If they are able to, they might name other group classifications (e.g., clubs, ethnic groups, army, navy, athletic teams, etc.).

CONCEPT: Identity UNIT: Groups WEEK: 7 DAY: 2

OBJECTIVES:

The child will be able to:
1. Repeat sentences describing activities at home, in school and around the neighborhood.
2. Learn the words to describe position of objects.
3. Use these words in sentences.

MATERIALS:

AABC:
1. Teaching pictures, "Groups" (page 204-206)
2. Flannel board designs: squirrel, table, little house. (page 207)
3. Student Worksheet, "Location" (Student Workbook, page 28)

VOCABULARY:

sa ibabaw	- on top
sa ilalim	- under
sa labas	- outside
sa loob	- inside
squirrel	- iskwirel/ardilya

SUMMARY OF THE DAY'S ACTIVITIES:

1. Listening game: repeating sentences
2. Discussion: Positional phrases
3. Worksheet: Drawing objects in/on/on top/under

GRAMMATICAL STRUCTURES:

Sentences with positional phrases.
Ex: Nasa loob ng bahay ang aso.

NOTES AND EXPLANATIONS:

Concept and Vocabulary development: Position
Skill: Auditory memory

ACTIVITY 1: Listening game

1. Review the vocabulary words from Day 1 by showing the pictures of the home, the school and the neighborhood. Discuss the meaning of a group.

2. Tell the children that you will be saying some words. They are to listen carefully and repeat every word that you say. Say some sentences about activities at home, in school and around the neighborhood. Ask the children to repeat them.

Examples:

a. We watch T.V. at home.	NANUNOOD KAMI NG TV SA BAHAY.
b. I play with my friends in school.	NAKIKIPAGLARO AKO SA MGA KAIBIGAN KO SA PAARALAN.
c. I help my mother cook dinner.	TINUTULUNGAN KONG MAGLUTO ANG NANAY KO.
d. We read books in school.	BUMABASA KAMI NG LIBRO SA PAARALAN.
e. I visit my neighbors.	BINIBISITA KO ANG MGA KAPITBAHAY NAMIN.

and others.

ACTIVITY 2: Positional phrases

Note: To prepare for this activity, trace the designs for the squirrel, table and house on felt. To add features like eyes, etc., use marking pens. Attach a strip of sandpaper on the back and use them on a flannel board. For the word *squirrel,* we have provided two translations: *iskwirel* (from English) which the children would probably know and use; and *ardilya* (from Spanish) which appears in the dictionary but is seldom heard.

1. As you put the objects up on the flannel board, identify them: squirrel (ISKWIREL), table (MESA), little house (MALIIT NA BAHAY o BAHAY-BAHAYAN).

ACTIVITY 2: Positional phrases (Cont'd)

2. Teach the concepts inside, outside, on top, and under by:
    a. Putting the squirrel behind the house on the flannel board so that part of its head can be seen through the window. Identify its position: "The squirrel is inside the house."
    NASA LOOB NG BAHAY ANG ISKWIREL.
    Ask the children to repeat the statement.
    b. Putting the squirrel somewhere around the house. Identify its position: "The squireel is outside the house."
    NASA LABAS NG BAHAY ANG ISKWIREL.
    Ask the children to repeat the statement.
    c. Putting the squirrel on the table. Identify its position: "The squirrel is on top of the table."
    NASA IBABAW NG MESA ANG ISKWIREL.
    Ask the children to repeat the statement.
    d. Putting the squirrel under the table. Identify its position: "The squirrel is under the table."
    NASA ILALIM NG MESA ANG ISKWIREL.
    Ask the children to repeat the statement.

3. Go over the words again moving the squirrel about on the flannel board.

4. Ask the children what things are outside the classroom, what things are inside, what things are on top or under other things in the room. Direct the children to say:
"The __________ is inside/outside/on top of/under the ______________."
NASA LOOB/LABAS/IBABAW/ILALIM NG ______________ANG ________________.

5. Ask the questions:

a. I have a skillet. Where will I put it if I want to cook?	a. MAY KAWALI AKO. SAAN KO ITO ILALAGAY KUNG GUSTO KONG MAGLUTO?
b. I have a pet goldfish. Where will I put it?	b. MAY GOLDPIS AKO. SAAN KO ITO ILALAGAY?
c. I have a small tree. Where will I plant it?	c. MAY MALIIT NA PUNUNGKAHOY AKO. SAAN KO ITO ITATANIM?

ACTIVITY 2: Positional phrases (Cont'd)

d. I have a lunch pail. Where will I put it in the classroom?	d. MAY BAUNANG LATA AKO. SAAN KO ITO ILALAGAY DITO SA ATING SILID?

and others.

ACTIVITY 3: Worksheet

Pass out the worksheets to the children. Ask them to do the following tasks:

1. Draw a goldfish in the aquarium.
   MAGDROWING NG ISANG GOLDPIS SA LOOB NG AKWARYUM.
2. Draw a ball under the table.
   MAGDROWING NG ISANG BOLA SA ILALIM NG MESA.
3. Draw a shoe on top of the chair.
   MAGDROWING NG ISANG SAPATOS SA IBABAW NG SILYA.
4. Draw a boy outside the house.
   MAGDROWING NG ISANG BATANG LALAKI SA LABAS NG BAHAY.

Time permitting, ask the children to describe the position of each of the objects.

CONCEPT: Identity UNIT: Groups WEEK: 7 DAY: 3

OBJECTIVES:

The child will be able to:
1. Recall the positional phrases on Day 2.
2. Learn more positional phrases and use them in sentences.
3. Follow directions given orally by the teacher.

MATERIALS:

AABC: 1. Flannel board figures used on Day 2.

VOCABULARY:

sa gitna	- in the middle
sa harap	- in front
sa likod	- behind
sa tabi	- beside

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: Positional phrases
2. Discussion: More positional phrases
3. Listening activity: Following directions

GRAMMATICAL STRUCTURES:

Sentences with positional phrases.
Ex: Nasa likod ng bahay ang bata.

NOTES AND EXPLANATIONS:

Concept & Vocabulary development: Position
Skills: Following oral directions
Following left to right direction

ACTIVITY 1: Review

Recall the positional phrases learned on Day 2 by using the felt figures.

ACTIVITY 2: More positional phrases

1. Using the same felt figures of a squirrel, a house and a table, teach the following words: middle, behind, in front, beside. Move the squirrel around to show its position in relation to the other figures.

2. Ask three children to stand up in front of the group in single file. Ask the group to identify the child who is in front, in back, and between the two. Use the structure:
   "___________ is in front of ____________."
   NASA HARAP NI __________ SI ___________.

   Have two other children stand side by side. Identify the child beside (name of the other child).

3. Use other examples in the classroom to reinforce the concepts taught, e.g., books, desks, etc.

ACTIVITY 3: Following directions

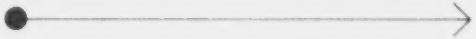
1. Ask each child to perform tasks like the following:

   a. Put the ball on top of the table.
   ILAGAY ANG BOLA SA IBABAW NG MESA.
   b. Put the scissors in the box.
   ILAGAY ANG GUNTING SA LOOB NG KAHON.
   c. Put the book under your chair.
   ILAGAY ANG LIBRO SA ILALIM NG SILYA MO.
   e. Stand beside the door.
   TUMAYO SA TABI NG PINTO.

   and others.

ACTIVITY 3: Following directions (Cont'd)

2. Draw this diagram on the board:



Ask the children to put up their fingers in the air and to follow the direction of the arrow (PALASO) with their fingers from left to right. Do the task two or three times.

Pass out writing paper and ask the children to copy the diagram that's on the board. Make sure they start from the left.

CONCEPT: Identity UNIT: Groups WEEK: 7 DAY: 4

OBJECTIVES:

The child will be able to:
1. Describe the position of objects using the phrases learned on Day 2 and Day 3.
2. Learn the ordinal numbers.

MATERIALS:

AABC:
1. Flannel board figures. (page 208)
2. Student Worksheet, "Find a Place for These Things" (Student Workbook, page 29)

VOCABULARY:

Positional phrases learned on Day 2 and Day 3.

una	- first
pangalawa/ikalawa	- second
pangatlo/ikatlo	- third
pang-apat/ika-apat	- fourth
panglima/ika-lima	- fifth

and so on.

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: Positional phrases
2. Vocabulary lesson: Ordinal numbers
3. Worksheet: Arranging objects according to directions given by the teacher.

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Vocabulary development: Positional phrases
Ordinal numbers (1-10)

ACTIVITY 1: Review

1. Review the positional phrases by using the flannel board figures. As you position the squirrel on the flannel board, have the children describe where the animal is for oral language practice.

   Example: Put the squirrel on the table. The children will say aloud:
   "The squirrel is on the table."
   NASA IBABAW NG MESA ANG ISKWIREL.

   Call on individual children to do this task.

2. Tell this story orally to the children. When you come to an (X), pause briefly and call on a child to position the squirrel on the flannel board.

   May isang iskwirel na gustong matulog. Pero hindi niya malaman kung saan siya matutulog. Pumunta siya *sa ilalim* ng mesa. (X) (ILAGAY MO NGA ANG ISKWIREL SA ILALIM NG MESA.) Pero ayaw niya doon. Umakyat siya sa mesa at pumunta *sa ibabaw* para matulog. (X)

   Masyadong matigas ang mesa. Baka *sa loob* ng bahay maaari siyang matulog na mabuti. (X)

   Hindi pala! Masyadong mainit doon. *Sa harap* ng bahay kaya? (X) Masyadong maaraw! *Sa likod* ng bahay? (X)

   Hindi rin niya gusto roon. Saan kaya siya maaaring matulog? Aha! *Sa tabi* ng bahay. (X) Ito ang lugar na pinakagusto niya. Ngayon, maaari na siyang makatulog na mabuti.

ACTIVITY 2: Ordinal numbers

Note: To teach this activity, it might be less confusing to use initially only one form of the Tagalog ordinals (either *pang-* or *ika-*). Later on, the teacher may mention that there is another way of saying the ordinal numbers and teach the other form.

ACTIVITY 2: Ordinal numbers (Cont'd)

1. Teach the ordinals by putting up a series of triangles (different colors) in a row in the chart pocket.

   Say:
   "Here are (seven) triangles. The first one is red, the second one is blue. . . etc."
   ETO ANG PITONG TRIYANGGULO. PULA ANG UNA, ASUL ANG PANGALAWA. . . ETC.

2. Repeat the activity, but this time, have the children call out the colors.

   Say:
   "The first one is. . ." The children call out the color.

3. Count the triangles using ordinal numbers.
   "This is first, this is second. . . etc."
   ITO ANG UNA, ITO ANG PANGALWA. . . ETC.
   Have the children repeat the task by asking them to say the ordinal numbers.

4. Call on individual children to point to the third triangle, the fifth, the sixth, etc.

5. Have the children line up in a straight line. Ask them to count off using cardinal numbers and to remember what number they are.

   Ask:
   "Who is the third person in the line?"
   SINO ANG PANGATLO SA LINYANG ITO?

   The child should put up his hand and should respond using this structure:
   AKO ANG PANGATLO/IKATLO.

ACTIVITY 3: Worksheet

Time permitting, ask the children to perform this task on the worksheet:

1. Identify the pictures on top using the ordinal numbers: "The first one is a ball, the second one is a cat, etc." BOLA ANG UNA, PUSA ANG PANGALAWA, ETC.
2. Cut out the pictures on top.
3. Paste the pictures on the sheet according to these directions:

   a. the little girl beside the big girl
   b. the stone in front of the box
   c. the cat on top of the chair
   d. the ball in the middle of the table and the chair

CONCEPT: Identity UNIT: Groups WEEK: 7 DAY: 5

OBJECTIVES:

The child will be able to:
1. Differentiate between vowel sounds.
2. Remember a sequence of objects.
3. Repeat multisyllabic words.

MATERIALS:

Other: 1. Objects, pictures or toys in the classroom.

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Auditory discrimination: Vowel sounds
2. Game: Remembering a sequence
3. Listening exercise: Repeating words

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Skills: Auditory perception
Auditory and visual memory

ACTIVITY 1: Discriminating sounds

1. Tell the children that you will be saying two sounds. Ask them to tell you if the two sounds are the same or if they're different.
2. Say: "ah...ah..." (the vowel sound *a*). Ask if they hear the same sound.

   Now say: "ah...eh..." Ask if they hear the same sound.
3. Proceed using different vowels and vowel combinations.

ACTIVITY 2: Game

To test visual memory, play the following game:

Put several objects, pictures or toys on a flat surface. Ask the children to look at them and to try to remember what they see. Have them close their eyes. Remove one object. Ask the children to tell you what has been removed.

Variation: Shift the order of the objects about while the children's eyes are closed. Ask them to arrange the objects in the original sequence.

Make it an oral language activity by:

1. Having the children call out the names of the objects from left to right.
2. Counting the objects from left to right.
3. Describing the objects using ordinal numbers.

ACTIVITY 3: Repeating words

To stimulate auditory memory, dictate multisyllable words like the following. Ask the children to repeat the words.

ACTIVITY 3: Repeating words (Cont'd)

ngalá-ngalá, kapayapaan, kapitbahay, nasyonalismo, magandá-gandá, gutáy-gutáy, hatinggabi, mabábahagi, pambiyolohiya, pamumusangsáng, salanggapáng

CONCEPT: Identity UNIT: Groups WEEK: 8 DAY: 1

OBJECTIVES:

The child will be able to:
1. Share his ideas in a discussion.
2. Learn the names for the different members of a family.
3. Talk about his family.

MATERIALS:

Other:
1. Cut-out pictures from magazines or picture books that include different plants, animals and people.
2. Picture of a family.

VOCABULARY:

anak	- child
buhay	- alive
kapatid	- brother/sister
lola	- grandmother
lolo	- grandfather
nanay	- mother
pamilya	- family
tatay	- father

SUMMARY OF THE DAY'S ACTIVITIES:

1. Discussion: Living families
2. Discussion: The children's families
3. Art activity

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development topic:
We have families

ACTIVITY 1: Discussion: Living families

1. Discuss the word *alive* (BUHÁY) with the group. Ask the children what things around them are alive and why these things are alive. Ask if certain things like tables, chairs, etc. are alive. Why not?

2. Show the collection of cut-out pictures and let the children look over them. Help the children identify the pictures they don't recognize.

3. Ask the children if any of the pictures could go together in groups or families. They may at first classify them as plants and animals and humans. Encourage finer classification of the pictures, e.g., dog family, fish family, tree family, fruit family, human family, etc. (Note: The responses will vary depending on the pictures the teacher has prepared.)

4. Ask the children to classify the pictures into families, putting all those that belong to one family together. Label the families.

5. Ask which family we belong to (the human family - PAMILYA NG MGA TAO).

6. Summarize by discussing the fact that all living things belong to families, including humans. These living families are made up of smaller families, i.e., while we all belong to the human family, each one of us has a smaller family composed of our parents, relatives, brothers and sisters.

7. Play a riddle game.
   Say:
   "I am thinking of a family. The things in this family bark. Some are small, some are big. What family is it? (dog family)
   HULAAN NINYO KUNG ANONG PAMILYA ITO. ANG MGA KASALI SA PAMILYANG ITO AY KUMAKAHOL. ANG IBA AY MALAKI, ANG IBA AY MALIIT. ANONG PAMILYA ITO? (pamilya ng aso)

   Give other riddles.

ACTIVITY 2: Discussion: their own families

1. Lead the children in a discussion of their own families. You might show a family engaged in an activity (Note: a picture is provided in the Teacher's Resource Book of the Needs Kit).

   Say:
   "Here's a family. Here's father and mother and their children."
   ETO ANG ISANG PAMILYA. ETO ANG TATAY, ANG NANAY AT ANG KANILANG MGA ANAK.
   Ask what the family is doing, how many children, etc.

2. Ask the children questions about their families and allow them to contribute information about the size of their families, composition, occupations, activities, etc. (Note: On the vocabulary list, only the names of the basic family members have been provided. However, the teacher is free to teach other words like PINSAN (cousin), TIYO/TIYA (uncle/aunt) or honorifics like ATE, KUYA, etc. if necessary.)

ACTIVITY 3: Art activity

Pass out drawing paper to the children. Tell them to fold it in half and again in half to make four "boxes." Ask them to:

1. Draw a picture of their father in the upper left-hand box.
2. Draw a picture of their mother in the upper right-hand box.
3. Draw a picture of their siblings in the lower left-hand box.
4. Draw a picture of themselves in the lower right-hand box.

Have them describe their pictures to you. Time permitting, you might write the words "ang nanay ko," or "ang tatay ko," etc. under the pictures.

CONCEPT: Identity UNIT: Groups WEEK: 8 DAY: 2

OBJECTIVES:

The child will be able to:
1. Contribute information for a story.

MATERIALS:

AABC: 1. Teaching picture, "A Family" (page 208)

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Discussion: Events taking place in a picture

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Skills: Observations
Describing

ACTIVITY 1: Talking about a picture

1. Recall the discussion on families in yesterday's lesson.

2. Show the teaching picture, "A Family." Ask questions about the picture. As the children discuss the picture and supply information, call attention to certain words that they say. For example, a child may describe what the mother is doing in the picture.

3. Repeat the word for *mother* (NANAY) to the children.

   Say:
   "You know, I can write that word on the board."
   ALAM NINYO, MAAARI KONG ISULAT ANG SALITANG IYON SA PISARA.

   Write *nanay* on the board and call attention to the fact that this is the word that the child just said. Do this for other words that come up during the discussion.

4. Now say:
   "See, we can write a lot of the things you say. We could even write a story about this picture. Shall we try it?"
   NAKITA NINYO, MAISUSULAT NATIN ANG MARAMING BAGAY NA SINASABI NINYO. MAAARI TAYONG SUMULAT NG KUWENTO TUNGKOL SA LARAWANG ITO. SUBUKAN KAYA NATIN?

5. Ask the children to make up a story and contribute information on the events. Write the story on the board. Use as much of the children's contributions as possible but keep the story short.

6. When the story is finished, read it aloud to the children.

7. Sometime during the day, make copies of both the picture and the story for each child to take home.

CONCEPT: Identity UNIT: Groups WEEK: 8 DAY: 3

OBJECTIVES:

The child will be able to:
1. See the relationships of parts to wholes.
2. Explain relationships between objects.

MATERIALS:

AABC: 1. Student Worksheet, "Parts of Wholes" (Student Workbook, page 30)

VOCABULARY:

bahagi - part

Other vocabulary words are indicated in the activities.

SUMMARY OF THE DAY'S ACTIVITIES:

1. Discussion with worksheet
2. Word game: Pairs

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Concept: Parts of wholes
Skill: Observation and association

ACTIVITY 1: Discussion with worksheet

1. To prepare the children for this activity, show a pencil. Identify the parts by saying the following while pointing to the parts:

These are the parts of a pencil.	ITO ANG MGA BAHAGI NG LAPIS.
A pencil has an eraser.	MAY PAMBURA ANG LAPIS.
A pencil has a shaft.	MAY TANGKAY ANG LAPIS.
A pencil has a point.	MAY MATULIS NA DULO ANG LAPIS.

   Ask the children to repeat the statements. Call attention to the fact that the things they just named are *parts* of a pencil. Ask them to name the parts of a pencil again.

2. Pass out the worksheet for this activity. Discuss the three pictures on top. Direct the children to identify the objects and to point out their parts.

a. What is the first picture?	ANO ANG UNANG LARAWAN?
b. What parts of the boy can you see?	ANU-ANONG MGA BAHAGI NG KATAWAN ANG NAKIKITA NINYO?

   Do the same for the other two pictures.

   VOCABULARY: boy - batang lalaki: parts of the body - mga bahagi ng katawan
   TV - TV o telebisyon: antenna-antena; screen-tubong palabasan
   channel control knob - pihitan ng tsanel
   table - mesa: legs - paa; drawers - kahon; surface - ibabaw

3. Now ask the children to observe the pictures in the bottom rows.

   a. Look at the picture in the square. What is it? (a window)
   TINGNAN ANG LARAWAN SA LOOB NG KUWADRADO. ANO ITO? (bintana)
   b. Does this window belong on the sailboat/the car/the house or the airplane? Why?
   BAHAGI BA ITO NG BANGKA/NG KOTSE/NG BAHAY O NG EROPLANO? BAKIT?

   continue with other rows.

ACTIVITY 1: Discussion with worksheet (Cont'd)

VOCABULARY: window - bintana; button - butones, handle - hawakan;
steering wheel - manibela

Encourage them to think further by asking questions like:. "Can this button be part of a sock? Why not?
MAAARI BANG MAGING BAHAGI NG MEDYAS ITONG BUTONES? BAKIT HINDI?

4. Have the children talk about each row by having them say:

a. The window is part of a house.
ANG BINTANA AY BAHAGI NG BAHAY.
b. The button is part of a shirt.
ANG BUTONES AY BAHAGI NG KAMISADENTRO.
c. The handle is part of a cup.
ANG HAWAKAN NA ITO AY BAHAGI NG TASA.
d. The steering wheel is part of a car.
ANG MANIBELA AY BAHAGI NG KOTSE.

As they say the statement, they are to match the parts with the whole by putting an X on the "whole" (house, shirt, cup, car).

ACTIVITY 2: Pairs

Tell the children that some things usually come in pairs, like salt and pepper, table and chair, etc. Have the children play this game by asking them to name the other pair of the object that the teacher calls out.

Suggestions:

shoes and . . . (socks)	SAPATOS AT . . . (MEDYAS)
cup and . . . (saucer)	TASA AT . . . (PLATITO)
men and . . . (women)	LALAKI AT . . . (BABAE)
black and . . . (white)	ITIM AT . . . (PUTI)
spoon and . . . (fork)	KUTSARA AT . . . (TINIDOR)
bread and . . . (butter)	TINAPAY AT . . . (MANTIKILYA)
adobo and . . . (rice)	ADOBO AT . . . (KANIN)

ACTIVITY 2: Pairs (Cont'd)

salt and . . . (pepper)	ASIN AT . . . (PAMINTA)
pencil and . . . (paper)	LAPIS AT . . . (PAPEL)

CONCEPT: Identity UNIT: Groups WEEK: 8 DAY: 4

OBJECTIVES: The child will be able to: 1. Name the parts of whole objects. 2. Recognize relationships in objects.	MATERIALS: AABC: 1. Student Worksheet, "Things That Go Together" (Student Workbook, page 31) 2. Student Worksheet, "What Doesn't Belong?" (Student Workbook, page 32) Other: 1. Pictures of a car and a tree.
VOCABULARY: Indicated in Activity 1	SUMMARY OF THE DAY'S ACTIVITIES: 1. Review: Parts of wholes 2. Discussion with worksheets
GRAMMATICAL STRUCTURES:	NOTES AND EXPLANATIONS: Skill: Observing relationships

ACTIVITY 1: Review

1. Recall Day 3's lesson by showing a picture of a car and a picture of a tree to the children.

2. Ask the children to name the parts orally using this structure:
   "The __________ has a __________." MAY __________ ANG __________.

   VOCABULARY: *car - kotse:* windows - bintana; doors - pinto; steering wheel - manibela; tires - gulong; roof - bubong; body-katawan; seats - upuan
   tree - puno: roots - ugat; leaves - dahon; branch - sanga; trunk - katawan

ACTIVITY 2: Relationships

1. To prepare for this discussion, do the following:

   a. Show the children these things: a piece of chalk, a chalkboard eraser and a piece of paper.
   Say: "Here are three things. Which ones can go together? Why can't the paper go with the chalk/with the eraser?"

   NARITO ANG TATLONG BAGAY. ALIN ANG MAAARING PAGSAMAHIN? BAKIT? BAKIT HINDI MAAARING PAGSAMAHIN ANG PAPEL AT TSOK/AT PAMBURA?

   b. Show a piece of paper, a chair, and a crayon. Ask which things go together. Why? Ask a child to take away the one that doesn't belong.

2. Pass out the worksheet, "Things That Go Together." To do the tasks, follow this procedure for every box:

   a. Name the three pictures.
   ANU-ANO ANG MGA LARAWANG ITO?
   b. What goes with the (first picture) ? Why?
   ALIN ANG NABABAGAY NA ISAMA SA (unang larawan) ? Bakit?
   c. Draw circles around the things that go together.
   BILUGAN ANG MGA BAGAY NA MAAARING PAGSAMAHIN.

ACTIVITY 2: Relationships (Cont'd)

Discuss the answers after the task for language practice.

3. Pass out the worksheet, "What Doesn't Belong?" Follow this procedure for every box:

   a. Look at the four pictures in the box. What are they?
      TINGNAN ANG APAT NA LARAWAN SA KAHON. ANU-ANO ANG MGA ITO?
   b. Which one doesn't belong? Why?
      ALIN ANG NAIIBA? BAKIT?
   c. The other three are parts of what?
      ANG IBANG MGA LARAWAN SA KAHON AY BAHAGI NG ANO?
   d. Put an X on the one that doesn't belong.
      LAGYAN NG X ANG NAIIBA.

   Be sure the children can identify the "whole" that three of the pictures belong to, and why the fourth picture cannot possibly belong to that "whole."

CONCEPT: Identity UNIT: Groups WEEK: 8 DAY: 5

OBJECTIVES:

The child will be able to:
1. Discriminate between consonant sounds.
2. Contribute words related to or associated with words that the teacher gives.

MATERIALS:

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Auditory discrimination: Consonant sounds
2. Game: Associating words

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Skills: Auditory perception
Association

ACTIVITY 1: Discriminating sounds

1. Review the vowel discrimination game in Week 7, Day 5's lesson. Follow the same procedure.

2. After presenting vowels, use consonants this time. The following are suggested combinations. Remember to produce the consonant *sound*, not the name of the letter.

mmm. . .nnn
sss. . .zzz (Note: *z* is not a Pilipino sound; it is used here for contrast with *s*)

lll. . .rrr
mmm. . .hhh
t. . .d
p. . .b

ACTIVITY 2: Association

1. Say: "I am thinking of a school. Can you think of some words that go with school?"
ANG NASA ISIP KO AY PAARALAN (ESKUWELAHAN). MAKAKAISIP BA KAYO NG MGA SALITANG MAAARI NATING GAMITIN KUNG PINAG-UUSAPAN NATIN ANG PAARALAN.

The children should be able to name a number of words associated with school: books, desks, classrooms, etc.

2. Provide words that the children can associate with a lot of other words. Some suggestions are:

fireman - red firetruck, hoses, siren, hat, etc.
BUMBERO - PULANG TRAK, TUBONG-GOMA, SIRENA, SUMBRERO, ATBP.

sea - water, fish, sand, salty water, boats, beach, etc.
DAGAT - TUBIG, ISDA, BUHANGIN, MAALAT NA TUBIG, BAPOR, TABING-DAGAT, ATBP.

ACTIVITY 2: Association (Cont'd)

garden - plants, flowers, trees, butterflies, bees, birds, etc.
HARDIN/HALAMANAN - HALAMAN, BULAKLAK, PUNUNGKAHOY, PARU-PARO, BUBUYOG, IBON, ATBP.

zoo - animals (different kinds), popcorn, balloons, people, etc.
HAYUPAN/"ZOO" - HAYOP (iba't-ibang uri), PAPKORN, LOBO, MGA TAO, ATBP.

CONCEPT: Identity UNIT: Groups WEEK: 9 DAY: 1

OBJECTIVES:

1. Observe details in a picture.
2. Interpret the pictures.

MATERIALS:

AABC: 1. Teaching pictures, "Ethnic Families". (page 209-212)

Other: 1. Books or stories about children of other ethnic groups, *or* Filmstrips about other cultural groups.

VOCABULARY:

Hapon - Japanese
Intsik - Chinese
Meksikano/Mehikano - Mexican
pamilya - family
Pilipino - Filipino

SUMMARY OF THE DAY'S ACTIVITIES:

1. Discussion: Families of different ethnic groups
2. Enrichment activity

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development topic:
We belong to different ethnic groups.

ACTIVITY 1: Discussion

Note: For this activity, four teaching pictures are provided. Should you have a series of pictures that show other ethnic families besides the ones represented here, please feel free to use them to augment the lesson.

1. Show the pictures one at a time to the children. Allow them to look at a picture carefully to observe details.

2. Start the discussion by asking the children what type of group the pictures show (family) and how they were able to determine that from the pictures (there is a father, a mother, children, etc.).

3. As you show each picture, identify the ethnic group: "This is a Chinese family."
PAMILYANG INTSIK ITO.

   Ask questions like:

   a. What is the family doing?
      ANO ANG GINAGAWA NG PAMILYANG ITO?
   b. Where's father/mother/grandmother, etc.?
      NASAAN ANG TATAY/ANG NANAY/ANG LOLA, ATBP?
   c. How many children are there?
      ILAN ANG MGA ANAK?
   d. What's father/mother doing?
      ANO ANG GINAGAWA NG TATAY/NG NANAY?
   e. Where are they?
      NASAAN SILA?
   f. Describe the clothes they are wearing.
      ILARAWAN ANG KANILANG MGA DAMIT.

   Be sure to ask about particular details to encourage careful observation of the pictures.

ACTIVITY 1: Discussion (Cont'd)

4. Relate the family activities in the pictures with ones that the children may be familiar with. These questions may be asked:

   a. Have you done this with your family?
      GINAGAWA RIN BA ITO NG MGA PAMILYA NINYO?
   b. Do a lot of people do this in the United States?
      GINAGAWA BA ITO NG MARAMING TAO SA AMERIKA?
   c. Did you use to do that when you were in the Philippines?
      NOONG NASA PILIPINAS KAYO, GINAWA BA NINYO ITO DOON?

5. Point out that these pictures represent some of the ethnic groups that have come to America to live. Ask the children if they have friends in school who are Mexican-American, Chinese-American, etc.

6. Put all the pictures on the chalkboard ledge and examine them with the children. Direct them to discuss and conclude that:

   a. we in America belong to different ethnic groups;
   b. families of different ethnic groups may do different things, engage in different activities, eat different kinds of food, but they all take care of and love one another;
   c. although we come from different ethnic groups, we are all part of the human family.

ACTIVITY 2: Enrichment

1. Display books or stories about children of different ethnic groups in the room. Tell the children what the books are about and let them browse through and examine the books on their own.

2. Choose a good story to tell the children.

3. Or, show a filmstrip about a child from another country. Discuss the filmstrip.

CONCEPT: Identity UNIT: Groups WEEK: 9 DAY: 2

OBJECTIVES:

1. Observe characteristics of objects.
2. Describe the objects according to their visual, olfactory, tactile and taste qualities.
3. Name things from which his/her senses can acquire information.

MATERIALS:

Other:
1. Objects, food items, etc. related to ethnic groups in America, e.g., a silk kimono, hot Chinese tea, etc.
2. Different food items that will illustrate sweetness, saltiness, etc.

VOCABULARY:

Vocabulary words are indicated in the activity.

SUMMARY OF THE DAY'S ACTIVITIES:

1. Discussion: the senses
2. Vocabulary game

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Concept: Learning from our senses.

ACTIVITY 1: Discussion

Note: Since ethnic groups were discussed in yesterday's lesson, try to bring to the classroom certain things from different ethnic groups that would help teach today's lesson. Some food items might be included, like rice, tea, ricecakes, etc. Provide also other things like perfume, lemons, honey, salt, clothes, etc. to teach the vocabulary words.

1. Briefly review the parts of the body related to the senses, and ask the children what each part is used for (eyes - seeing, nose - smelling, tongue - tasting, ears - hearing, fingers/skin - feeling).

   Say: "Today, let's see how much we can learn by smelling, tasting and feeling."
   NGAYON, TINGNAN NATIN KUNG ANO ANG ATING MATUTUTUHAN SA PAMAMAGITAN NG PAG-AMOY, PAGLASA AT PAGHIPO.

2. Show the display of objects, food items, etc. Let the children examine the objects and help them identify the things they are not familiar with and the ethnic group they're from. Start by asking them what things we can smell/taste/feel.

3. Teach the adjectives by actually letting the children experience the objects. Direct them to describe the objects using the structure: "The ___(object)___ is ___(adjective)___."
   __(pang-uri)__ ANG __(bagay)__. Example: MAINIT ANG TSA.

   Consult the list of adjectives and the suggested objects to illustrate them. If necessary, teach other adjectives that may come up during the discussion.

   VOCABULARY:

   taste: matamis (sweet) - sugar
   maasim (sour) - lemon
   maalat (salty) - salt
   matabang (bland) - water
   maanghang (spicy-hot) - something with red pepper

   smell: mabango (fragrant) - perfume
   mabaho (bad smell) - rotten eggs

ACTIVITY 1: Discussion (Cont'd)

touch: magaspang (rough) - sack cloth
makinis (smooth) - paper
matigas (hard) - wood
malambot (soft) - rubber
mainit (hot) - hot tea
malamig (cold) - ice

ACTIVITY 2: Vocabulary game

1. After the "experiment" above, gather the children together. Ask them what they learned today using their senses (some things are sour, sweet, smooth, fragrant, etc.). Direct them to conclude that we have our senses so we can perceive things in different ways.

2. Play a vocabulary game. Ask the children to think of other things or objects besides the ones that were presented that display some of the qualities they have learned about.

Example: What else is sour besides lemons? (vinegar, limes, green mango)
MALIBAN SA LIMON, ANO PANG MGA BAGAY ANG MAASIM?
What else smells good besides perfume? (flowers, some fruits, powder)
MALIBAN SA PABANGO, ANO PANG MGA BAGAY ANG MABANGO?

Accept all contributions from the children.

CONCEPT: Identity UNIT: Groups WEEK: 9 DAY: 3

OBJECTIVES: 1. Recall vocabulary that he/she learned on Day 2. 2. Name the antonyms of words given him.	MATERIALS: AABC: 1. Student Worksheet, "Antonyms" (Student Workbook, page 33)
VOCABULARY: Vocabulary from Day 2.	SUMMARY OF THE DAY'S ACTIVITIES: 1. Review: Day 2 vocabulary. 2. Discussion: Antonyms 3. Worksheet: Find the opposites
GRAMMATICAL STRUCTURES:	NOTES AND EXPLANATIONS: Vocabulary development: Antonyms

ACTIVITY 1: Review

Recall the words learned in yesterday's lesson by having the children think of a word that could describe certain things like cotton, wood, ice, honey, etc. Review the parts of the body that are related to our senses.

ACTIVITY 2: Antonyms

1. Teach the concept of antonyms by having two illustrations on the board: a small table and a big table. Describe the tables: "This table is small. This table is big."
   MALIIT ANG MESANG ITO. MALAKI ANG MESANG ITO.

2. Call attention to the fact that the two tables are not the same size, and that the two words--small and big--are called opposites (KABALIGTARAN).

   Say: "There are a lot of words that have opposites. Let's see if you can tell me some of them."
   MAY KABALIGTARAN ANG MARAMING MGA SALITA. TINGNAN NATIN KUNG MASASABI NINYO SA AKIN ANG KABALIGTARAN NG MGA SALITANG ITO.

3. Say: "If a pencil is not long, it must be . . . (children say short). So the opposite of long is . . . (short).
   KUNG ANG LAPIS AY HINDI MAHABA, ITO AY . . . (maigsi).
   ANG KABALIGTARAN NG MAHABA AY . . . (maigsi).

   Continue in this manner, presenting words with fairly obvious antonyms:

loud - soft	MALAKAS - MAHINA
short - tall	MATAAS - MABABA
sweet - sour	MATAMIS - MAASIM
hard - soft	MATIGAS - MALAMBOT
up - down	ITAAS - IBABA
front - back	HARAP - LIKOD
hot - cold	MAINIT - MALAMIG
smooth - rough	MAKINIS - MAGASPANG
first - last	UNA - HULI
left - right	KALIWA - KANAN

ACTIVITY 2: Antonyms (Cont'd)

fast - slow	MABILIS - MABAGAL
old - young	MATANDA - BATA
bright - dark	MALIWANAG - MADILIM

ACTIVITY 3: Worksheet

1. Pass out the worksheets to the children. Tell them that they are to connect opposite things with a line.
2. Discuss the first item (lemon). Ask what a lemon tastes like. Ask them to find an object in the second column that would be the opposite of sour (sugar - sweet). Why?
3. Continue with the other items.

CONCEPT: Identity UNIT: Groups WEEK: 9 DAY: 4

OBJECTIVES:

1. Describe an object/objects using the vocabulary words he/she has learned.
2. Observe a sequence of figures and predict the next one in the series.

MATERIALS:

AABC: 1. Student Worksheet, "Trends" (Student Workbook, page 34)

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Language Activity: Describing objects
2. Observation game: Seeing trends

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Skills: Describing
Observing and predicting

ACTIVITY 1: Descriptions

Provide objects that the children can describe. Give a child an object and ask him/her to say everything he/she can say about it--color, shape, size, texture, smell, etc.

Following is an example:

This is a ball. It is red. It is small and round. It is made of rubber. It is soft. We use it on the playground. It bounces.
BOLA ITO. PULA ANG BOLA. MALIIT AT BILOG ITO. ANG BOLA AY GAWA SA GOMA. MALAMBOT ITO. GINAGAMIT NATIN ITO SA PLAYGROUND. TUMATALBOG ANG BOLA.

If the child is shy or hesitant, ask him/her questions about the object or provide and suggest vocabulary for him/her to use.

ACTIVITY 2: Seeing trends

1. Tell the children that you are going to draw some figures on the board. Ask them to observe carefully.

2. Draw this series on the board
   □ △ ○ □ △ ○ □ △
   Name the geometric figures from left to right. After naming the last one, ask: "What comes next? (circle)
   ANO ANG SUSUNOD? (bilog)
   Ask the children how they know that the next figure has to be a circle.

3. Do other examples on the board. You might also call on individual children to come to the board and draw the next figure in the series.

4. Pass out worksheets to the children. Go over the procedure using item #1 as an example. Ask them to do the other sequences.

CONCEPT: Identity UNIT: Groups WEEK: 9 DAY: 5

OBJECTIVES:

1. Contribute information for a story.
2. Participate in a dramatization of the story.
3. Recite verses and perform accompanying fingerplay movements.

MATERIALS:

AABC: One picture from "Ethnic Families" series (Day 1)

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Discussion: Talking about a picture/ making up a story
2. Fingerplay activity

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Skills: Oral expression
Interpretation
Following directions
Auditory-motor

ACTIVITY 1: Talking about a picture

1. Choose a picture from the Ethnic Families series used in Day 1's lesson. Review briefly the discussion on families of different ethnic groups.

2. Ask the children to make up a story about the picture by supplying events. Have them describe what took place before and after the event in the picture. Let them give the characters names and describe how these characters behave and what they might be saying, etc.

3. After the children contribute bits and pieces, summarize by recalling these details in a logical fashion to tell the story.

4. Let the children dramatize the story.

ACTIVITY 2: Fingerplay activity

Teach the following verses with the accompanying fingerplay movement:

1. Dalawang munting bahay, mahigpit na nakasara (fists closed, thumbs in)
   Buksan ang mga bintana sa ilaw ng umaga (stretch out fingers)
   Sampung mga bata malusog at matangkad
   Papunta sa paaralan, sila'y lumalakad. (fingers move forward)

2. Oy, pulang manok, ano ang gagawin natin?
   Kumahig, kumahig, kumahig buong araw. (scratch)

   Oy, malaking tandang, ano ang gagawin natin?
   Igalaw and pakpak, igalaw ang pakpak buong araw. (flap arms)

   Oy, puting pato, ano ang gagawin natin?
   Lumangoy, lumangoy, lumangoy buong araw. (move arms)

   Oy, matabang baboy, ano ang gagawin natin?
   Kumain, kumain, kumain buong araw (pantomime eating)

   Oy, munting kuting, ano ang gagawin natin?
   Matulog, matulog, matulog buong araw. (put head on arms)

CONCEPT: Identity UNIT: Groups WEEK: 10 DAY: 1

OBJECTIVES:

The child will be able to:
1. Share his ideas in a discussion.
2. Follow directions given orally by the teacher.

MATERIALS:

AABC: 1. Student Worksheet, "My Bilingual Class" (Student Workbook, page 35)

VOCABULARY:

kaklase/kamag-aaral	- classmate
kasama	- companion
klase/aralan	- class
grupo/pangkat	- group
guro	- teacher

SUMMARY OF THE DAY'S ACTIVITIES:

1. Discussion with worksheet
2. Follow-up discussion

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development topic:
We share experiences with groups.

ACTIVITY 1: Discussion with worksheet

1. Start the discussion by having the children name some things that they do as a group in the classroom or in school (singing, reading, playing, etc.)

2. Pass out the worksheets to the children. Call attention to the group of children in the top center of the sheet. Ask where they think the children in the picture are.

   Say:
   "These children are in a bilingual class, just like ours. Let's pretend that this child on the left is you."
   ANG MGA BATANG ITO AY NASA ARALANG DALWIKA (bilingual class), KAGAYA NG SA ATIN. MAGKUNWARI TAYO NA ANG ISA'T-ISA SA INYO AY ANG BATANG NARITO SA KALIWA.
   Explain the meaning of a bilingual class if the children don't know what it is.

3. Ask them to look at the two pictures on the bottom. Discuss the pictures with them: the activity, place, what's happening, etc.

   Say:
   "These are two things that we could do as a group in our class. Can you think of any more?
   ETO ANG DALAWANG BAGAY NA MAAARI NATING GAWIN DITO SA LOOB NG ATING ARALAN (KLASE). ANO PA ANG MAAARI NATING GAWIN?

4. Accept the children's contributions. Then tell them to draw a picture in the blank box of some activity they would like to do with the group.

5. When the children are finished, let them compare pictures. Ask them to choose one of these pictures to put in the blank box on top (one of the two available ones or the one they just drew). Have them cut the picture and paste it in the empty box. While they're doing the task, talk about the pictures that they drew.

ACTIVITY 2: Follow-up

1. Inform the children that we do a lot of different things with different groups, not just with our classmates.

   Ask the questions:
   a. What things do they do with their families?
   b. What things do they do around the neighborhood with friends and neighbors?
   c. What things do they do with other Filipino-Americans in the community?
   d. What things do they do in church?

2. In the discussion, direct them to conclude that:

   a. We need good and positive experiences with groups.
   b. We learn to get along, cooperate and share when we work with groups.

CONCEPT: Identity UNIT: Groups WEEK: 10 DAY: 2-5

OBJECTIVES:

The child will be able to:
1. Listen to a story with interest, enjoyment and comprehension.
2. Perform tasks and participate in activities related to the story.

VOCABULARY:

GRAMMATICAL STRUCTURES:

MATERIALS:

AABC:
1. Teaching pictures, "Marami, Malaki at Maliit" (page 213-219)
2. Student Worksheet, "Follow Directions I" (Student Workbook, page 36)
3. Student Worksheet, "Follow Directions II" (Student Workbook, page 37)
4. Student Worksheet, "Find the Hidden Pictures" (Student Workbook, page 38)

SUMMARY OF THE DAY'S ACTIVITIES:

NOTES AND EXPLANATIONS:

Days 2-5 are devoted to review activities. The teacher will read a story that will serve as a springboard for discussion, tasks and review. The child should be able to apply everything that he has learned during these 10 weeks of readiness to these tasks. The activities are not assigned by day, but they are designed to cover a four-day period. The teacher, however, has the option to do just some or all of the activities.

ACTIVITY 1: Story

1. Before reading the story, go over some words that the children may not be familiar with:

   duwende - dwarf
   paborito - favorite
   sumipol - to whistle
   karayom - needle
   panaginip - dream
   mang-aawit - singer
   saklolo - help

2. Read the story, showing the accompanying teaching pictures.

MARAMI, MALAKI AT MALIIT

Picture 1: May isang duwende na paminsan-minsa'y bumibisita sa mga batang natutulog. Isang gabi, bumisita siya kay Lito. Nananaginip si Lito tungkol sa marami, malaki at maliit nang pumasok ang duwende sa kaniyang panaginip.

Picture 2: "Anong gusto mo?" ang tanong ng duwende.

"Maraming malalaking larawan ng paborito kong mang-aawit," ang sagot ni Lito. Sumipol ang duwende. Napuno ang mga dingding ng malalaking larawan ni George, ang mang-aawit.

Picture 3: "Ano pa?" ang tanong ng duwende.

"Maraming malalaking lolipop," ang sagot ni Lito. Sumipol ang duwende. Napuno ang sahig ng malalaking lolipop na mas malaki pa kaysa sa mukha ni Lito.

Picture 4: "Ano pa?" ang tanong ng duwende.

"Maraming malalaking lobo," ang sagot ni Lito. Sumipol ang duwende. Biglang napuno ang buong kuwarto ng maraming lobo. Halos matabunan si Lito ng malalaking lobo.

ACTIVITY 1: Story (Cont'd)

Picture 5: "Saklolo! Saklolo!" ang sigaw ni Lito sa duwende na nasa loob ng isang malaking lobo.

"Eto ang isang maliit na karayom," ang sabi ng duwende. "Gamitin mo."

Picture 6: "Nang iniabot ng duwende ang maliit na karayom ay pumutok ang malaking lobong kinalalagyan niya. Biglang nawala ang duwende. Nawala rin ang marami at malalaking larawan, lolipop at mga lobo.

Picture 7: Naiwan na lamang si Lito na may hawak-hawak na isang maliit na karayom sa kanang kamay at isang maliit na lobo sa kaliwang kamay.

ACTIVITY 2: Discussion

After the story, ask questions. There are two types of questions provided here: questions requiring factual answers and questions requiring inferential or evaluative answers.

1. Factual:

   a. What was the boy's name?
      ANO ANG PANGALAN NG BATANG LALAKI?
   b. What was he dreaming about?
      ANO ANG NAPANAGINIPAN NIYA?
   c. What did he ask for?
      ANO ANG KANIYANG HININGI SA DUWENDE?
   d. What did the dwarf do?
      ANO ANG GINAWA NG DUWENDE?
   e. Why did he yell for help?
      BAKIT SIYA SUMIGAW NG "SAKLOLO?"
   f. What did the dwarf give him?
      ANO ANG IBINIGAY SA KANIYA NG DUWENDE?

ACTIVITY 2: Discussion (Cont'd)

g. What happened to the balloons, the lollipops and the pictures?
ANO ANG NANGYARI SA MGA LOBO, LOLIPOP AT LARAWAN?
h. What happened to Lito?
ANO ANG NANGYARI KAY LITO?

2. Inferential:

a. Do you dream? Does everybody dream?
NANANAGINIP BA KAYO? NANANAGINIP BA ANG LAHAT NG TAO?
b. Why do you think Lito asked for those things?
SA PALAGAY NINYO, BAKIT HININGI NI LITO ANG MGA BAGAY NA IYON?
c. What else could he have asked for?
ANO PA ANG MAAARI NIYANG HINGIN?
d. What kind of a dwarf was Lito's friend?
ANONG URING DUWENDE ANG KAIBIGAN NI LITO?
e. What would you ask him if he appeared in your dreams?
ANO ANG HIHINGIN NINYO SA DUWENDE KUNG SIYA'Y LUMABAS SA INYONG PANAGINIP?
f. What could Lito do with big lollipops/big balloons?
ANO KAYA ANG GAGAWIN NI LITO SA MALALAKING LOLIPOP/SA MALALAKING LOBO?
g. How did he yell "Help!"?
PAANO SIYA SUMIGAW NG "SAKLOLO!"?
h. What happens when you prick a balloon with a needle? Why?
ANO ANG MANGYAYARI KUNG SUSUNDUTIN NINYO NG KARAYOM ANG LOBO? BAKIT?
i. What if the dwarf hadn't disappeared? What would have happened?
KUNG HINDI NAWALA ANG DUWENDE, ANO KAYA ANG MANGYAYARI?
j. Do you think Lito woke up at the end of this story?
SA PALAGAY NINYO, NAGISING KAYA SI LITO SA KATAPUSAN NG KUWENTO?
k. What if the dream continued? Name some events that could have taken place.
ANO KAYA KUNG NAGPATULOY ANG PANAGINIP? MAGSABI NG ILANG BAGAY NA MAAARING MANGYARI.
l. Are there dwarfs in real life? Have you seen one?
TOTOO BANG MAY MGA DUWENDE? NAKAKITA NA BA KAYO NG DUWENDE?
m. What would you do if you saw one?
ANO ANG GAGAWIN NINYO KUNG MAKAKITA KAYO NG DUWENDE?
n. Can the events in dreams actually happen in real life?
MAAARI KAYANG MAGKATOTOO ANG MGA PANAGINIP?

ACTIVITY 3: Retelling and sequencing

Put the pictures on the chalkboard ledge but don't arrange them in sequence. Ask the children to rearrange the pictures properly from left to right. Have them retell the story in their own words.

ACTIVITY 4: Descriptions

Ask the children to describe what these might have looked like:

1. Lito
2. the dwarf
3. the pictures of George, Lito's favorite singer
4. the lollipops
5. the balloons
6. the balloons popping and the sound they made

ACTIVITY 5: Dramatization

Dramatize the story. Additional dialog may be added.

ACTIVITY 6: Writing a story

1. Let the children retell the story orally. Write some of the sentences on the board to make a brief summary of the story. Read the sentences aloud to the children.

2. Ask them to draw a picture.

3. Sometime during the day, make copies of the story and attach it to the children's pictures to take home.

ACTIVITY 7: Association

Ask these questions:

1. What are balloons made of? (rubber) What other things are made of rubber?
   GAWA SA ANO ANG LOBO? (goma) ANU-ANO PANG MGA BAGAY ANG GAWA SA GOMA?

2. How big were the lollipops? What other things could Lito have asked for that could be bigger than his face?
   GAANO KALAKI ANG MGA LOLIPOP? ANU-ANO PANG MGA BAGAY ANG MAAARING HINGIN NI LITO--MGA BAGAY NA MAS MALAKI KAYSA SA KANIYANG MUKHA?

3. How loud was the sound of the balloon popping? What other things could pop as loud?
   GAANO KALAKAS ANG PAGPUTOK NG LOBO? ANU-ANO PANG MGA BAGAY ANG MAAARING PUMUTOK KAGAYA NG LOBO?

ACTIVITY 8: Pluralizing adjectives

1. Say:
   "Listen to these words: malalaking mga bola. How many balls are there, do you think? (a lot) How do you know?"
   PAKINGGAN ANG MGA SALITANG ITO: MALALAKING MGA BOLA. SA PALAGAY NINYO, ILAN ANG BOLA? (marami) PAANO NINYO ALAM?

   Note: Certain adjectives in Tagalog can be pluralized by repeating the first consonant and first vowel of the root word.
   Ex: root - laki; singular adj.: malaki; plural adj.: malalaki.

2. Call attention to other adjectives that form plurals.

   Say:
   "There is a woman. She is pretty. If there were a lot of them, how would I say it?"
   MAY ISANG BABAE. MAGANDA ANG BABAE. PERO KUNG MARAMI SILA, ANO ANG SASABIHIN KO TUNGKOL SA KANILANG KAGANDAHAN? (magaganda ang mga babae)

ACTIVITY 8: Pluralizing adjectives (Cont'd)

Do the same for: matamis - matatamis; maliit - maliliit.

Have the children repeat the sentences or think of their own sentences using the pluralized form of the adjective.

ACTIVITY 9: Synonyms

1. Say:
   "Sometimes, we hear words that mean the same. Listen to this: maliit na duwende; munting duwende. What two words mean the same? (maliit & munti)"
   KUNG MINSAN, MAY NARIRINIG TAYONG MGA SALITA NA PAREHO ANG IBIG SABIHIN. MAKINIG: MALIIT NA DUWENDE: MUNTING DUWENDE. ALIN ANG MGA SALITA NA PAREHO ANG IBIG SABIHIN? (maliit & munti)

   Ask them to repeat the phrases. Ask if they can think of another word that means small (MALINGGIT). Use these synonyms to describe other things in the room.

2. Ask the children if they can think of synonyms for these words:

   panaginip - (pangarap)
   duwende - (tiyanak)

3. Teach some words that are synonyms of *malaki* (big). These words connote bigness or some aspects of bigness. Use them in sentences or cite other objects or examples to explain the meaning of each synonym.

   malawak (wide expanse) - Malawak ang dagat.
   maluwang (roomy) - Maluwang ang kuwarto (silid).
   makapal (thick) - Makapal ang libro.

ACTIVITY 10: Parts of wholes

Ask the children to:

ACTIVITY 10: Parts of wholes (Cont'd)

1. Name the parts of a picture: picture (LARAWAN/RETRATO), picture frame (KUWADRO), glass (SALAMIN).

2. Name the parts of a lollipop: candy part (BAHAGING MATAMIS O KENDI), stick or stem (TANGKAY).

3. Name the parts of a balloon: rubber part (BAHAGING GOMA), air (HANGIN), string (TALI).

   using the structure: MAY ______________ ANG _______________.

ACTIVITY 11: Song and pantomime

Review the song "Ang Lobo" (Week 4, Day 1) and do the creative movement activity with it.

ACTIVITY 12: Worksheets

1. Follow directions: On the first worksheet, ask the children to:

   a. Color the fourth balloon blue.
      KULAYAN NG ASUL ANG PANG-APAT NA LOBO.
   b. Put an X on the biggest lollipop.
      LAGYAN NG X ANG PINAKAMALAKING LOLIPOP.
   c. Circle the smallest dwarf.
      BILUGAN ANG PINAKAMALIIT NA DUWENDE.
   d. Color the middle picture green.
      KULAYAN NG BERDE ANG LARAWANG NASA GITNA.
   e. Put a line under Lito dreaming.
      MAGLAGAY NG GUHIT SA ILALIM NG LARAWAN NI LITO NA NANANAGINIP.

   For language expression, ask the children to describe the objects using ordinal numbers, *mas-kaysa sa* and *pinaka-* structures, the word *gitna*, etc.

ACTIVITY 12: Worksheets (Cont'd)

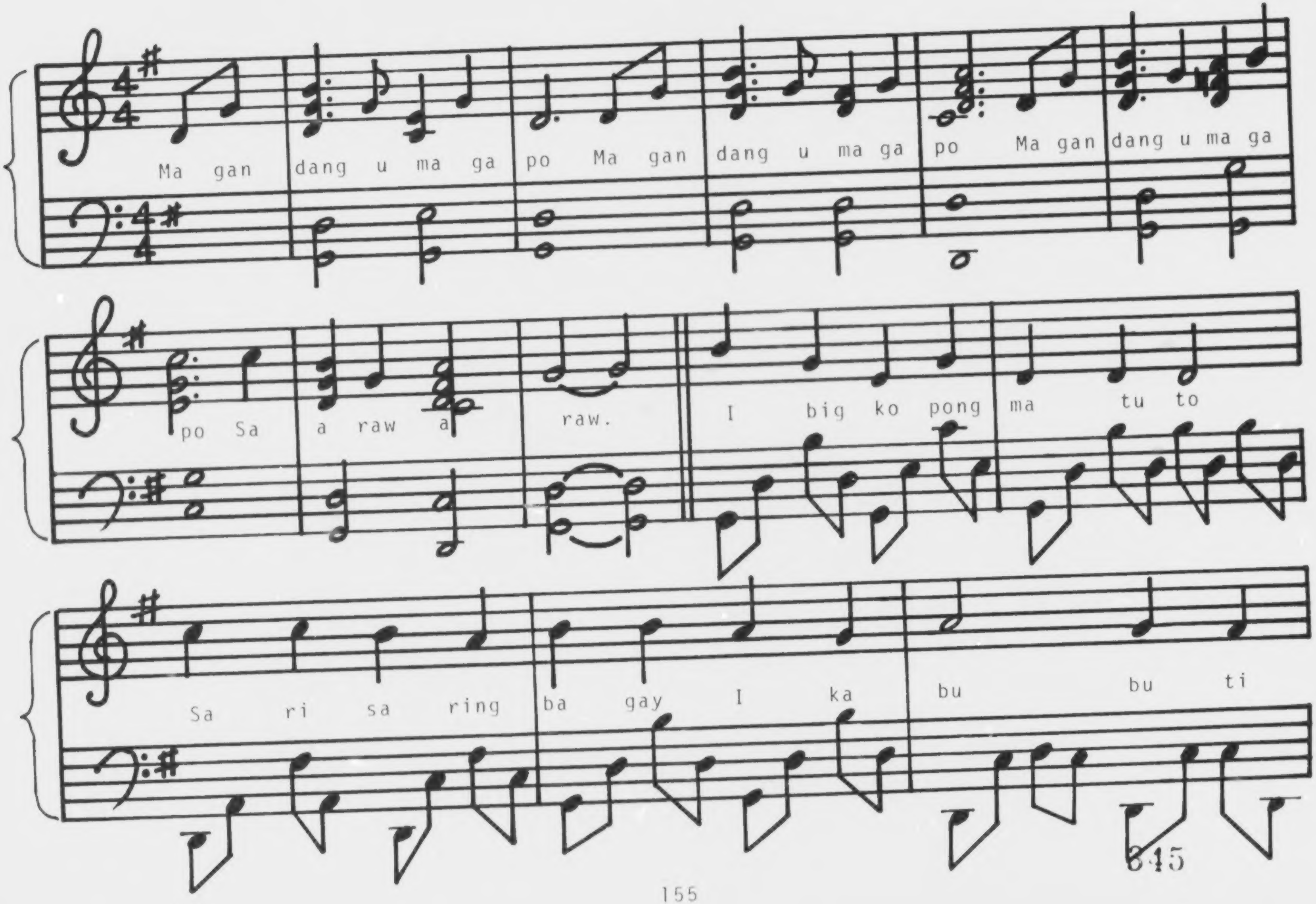
2. Follow directions II: On the second worksheet, ask the children to:

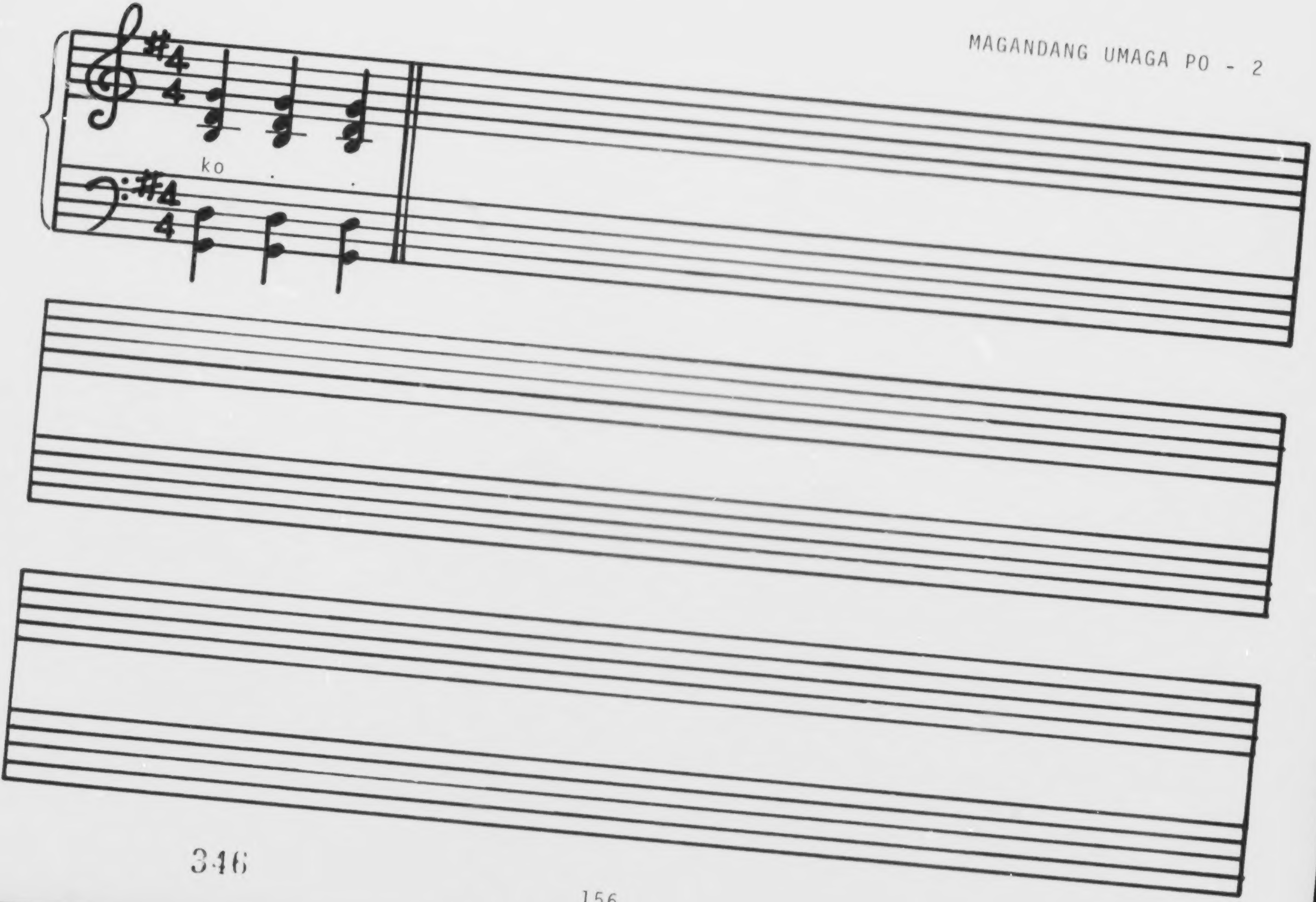
   a. Put an X on the balloon that doesn't belong in the box.
      LAGYAN NG X ANG LOBONG NAIIBA.
   b. Circle the lollipops that look alike.
      BILUGAN ANG MAGKATULAD NA LOLIPOP.
   c. Look at the series of faces. What comes next? Draw the face in the blank circle.
      TINGNAN ANG MGA MUKHA. ANO ANG SUSUNOD? IDROWING ITO SA SUSUNOD NA BILOG.
   d. Look at the picture above. What do you see? (a lot of balloons) What is the opposite of a lot? (few) Draw a picture showing a few balloons in the bottom picture frame.
      TINGNAN ANG LARAWAN SA ITAAS. ANO ANG NAKIKITA NINYO? (maraming lobo) ANO ANG KABALIGTARAN NG MARAMI? (kaunti) MAGDROWING NG LARAWANG NAGPAPAKITA NG KAUNTING LOBO SA KUWADRO SA IBABA.

3. Find the hidden pictures: On the third worksheet, tell the children that these things are hidden in the picture: a boy, a dwarf, a balloon and a lollipop. Ask them to find the hidden pictures and to color them.
   MAY MGA NAKATAGONG LARAWAN DITO: ISANG BATANG LALAKI, ISANG DUWENDE, ISANG LOBO AT ISANG LOLIPOP. HANAPIN ANG MGA ITO AT KULAYAN.

TEACHER MATERIALS FOR UNIT 1: SELF-DISCOVERY

MAGANDANG UMAGA PO.


Ma gan dang u ma ga po Ma gan dang u ma ga po Ma gan dang u ma ga
po Sa a raw a raw.
I big ko pong ma tu to
Sa ri sa ring ba gay I ka bu bu ti



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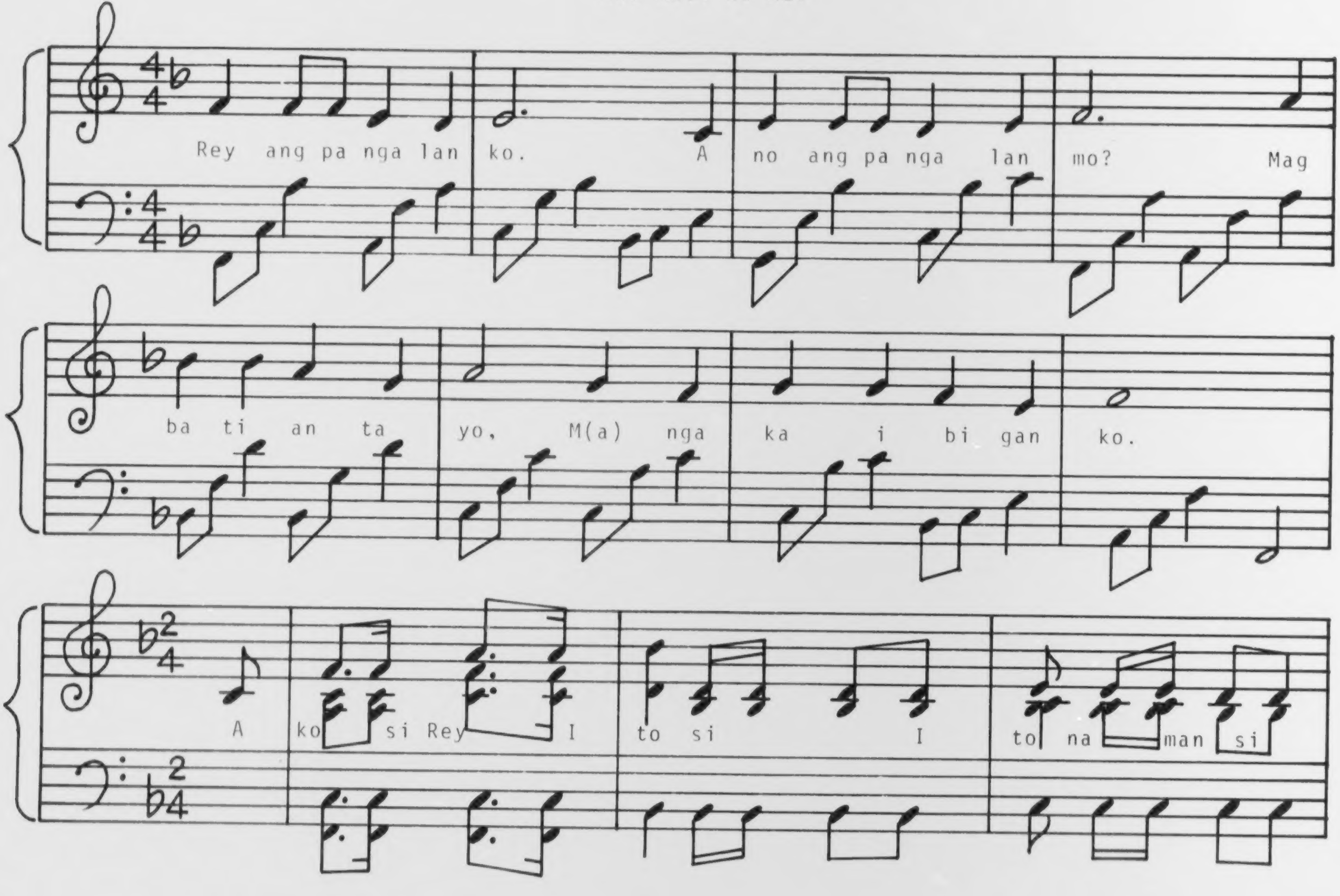
ANG AWIT NI REY


Rey ang pa nga lan ko. A no ang pa nga lan mo? Mag
ba ti an ta yo, M(a) nga ka i bi gan ko.
A ko si Rey I to si I to na man si

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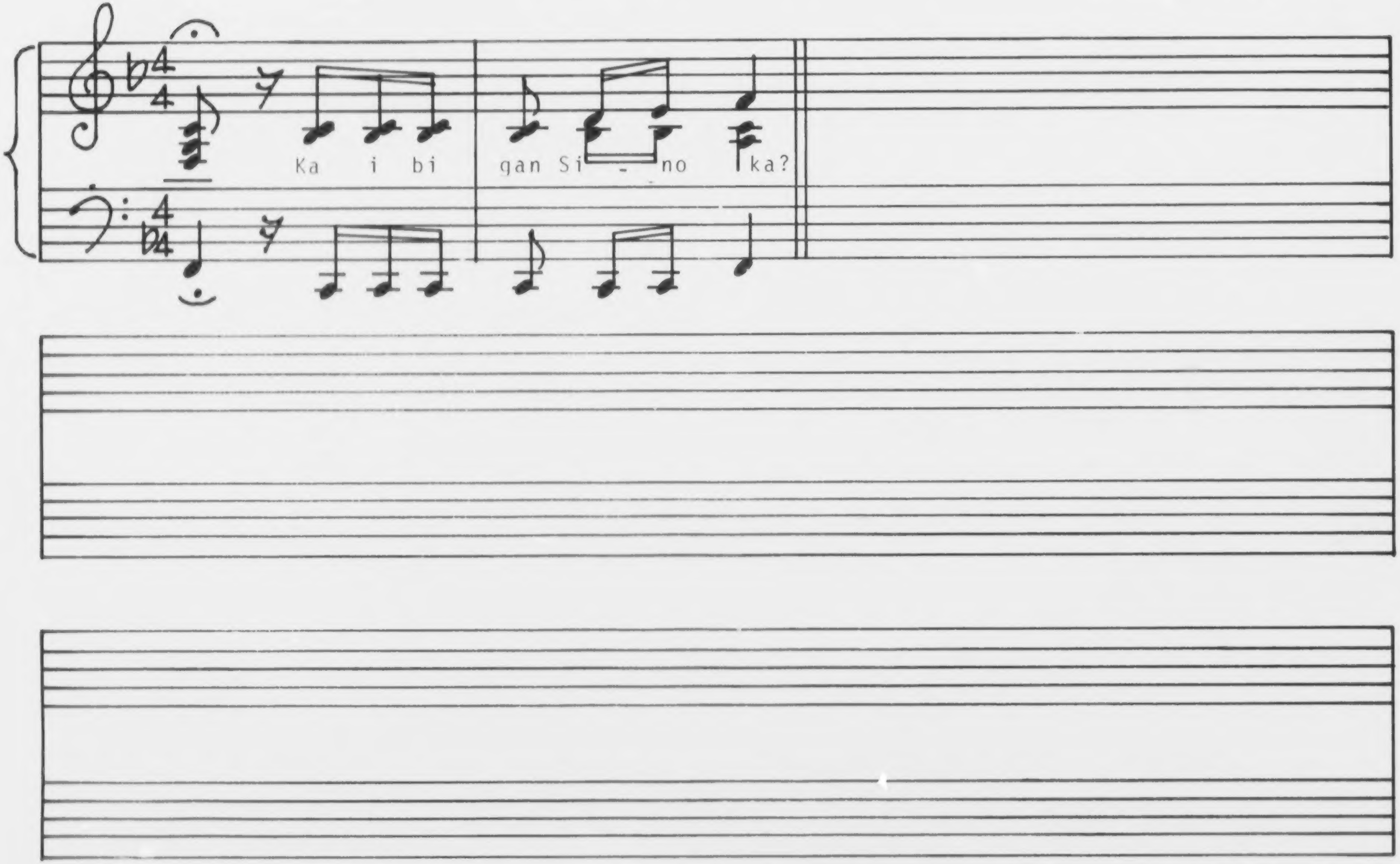
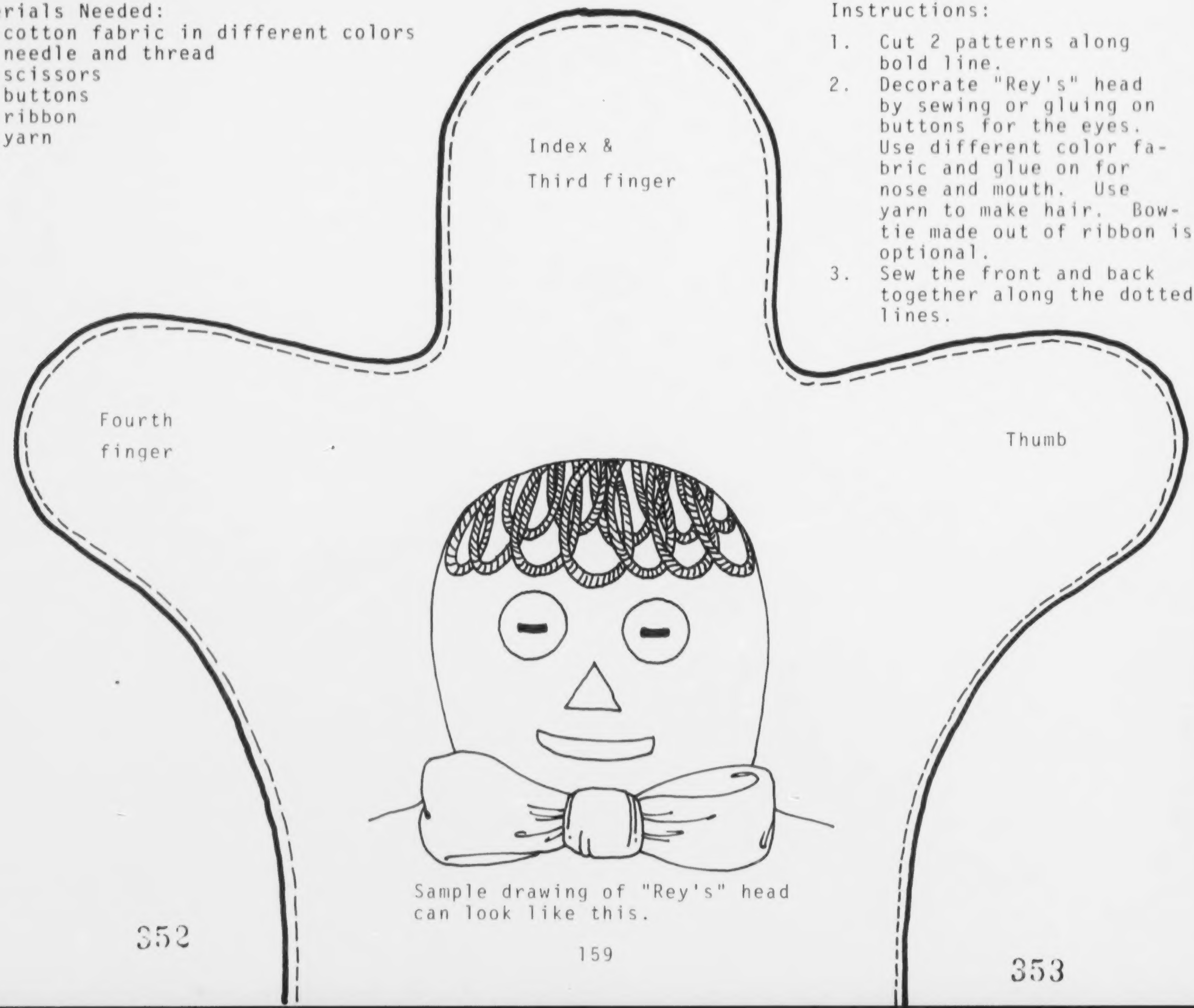

Ka i bi gan Si - no ka?

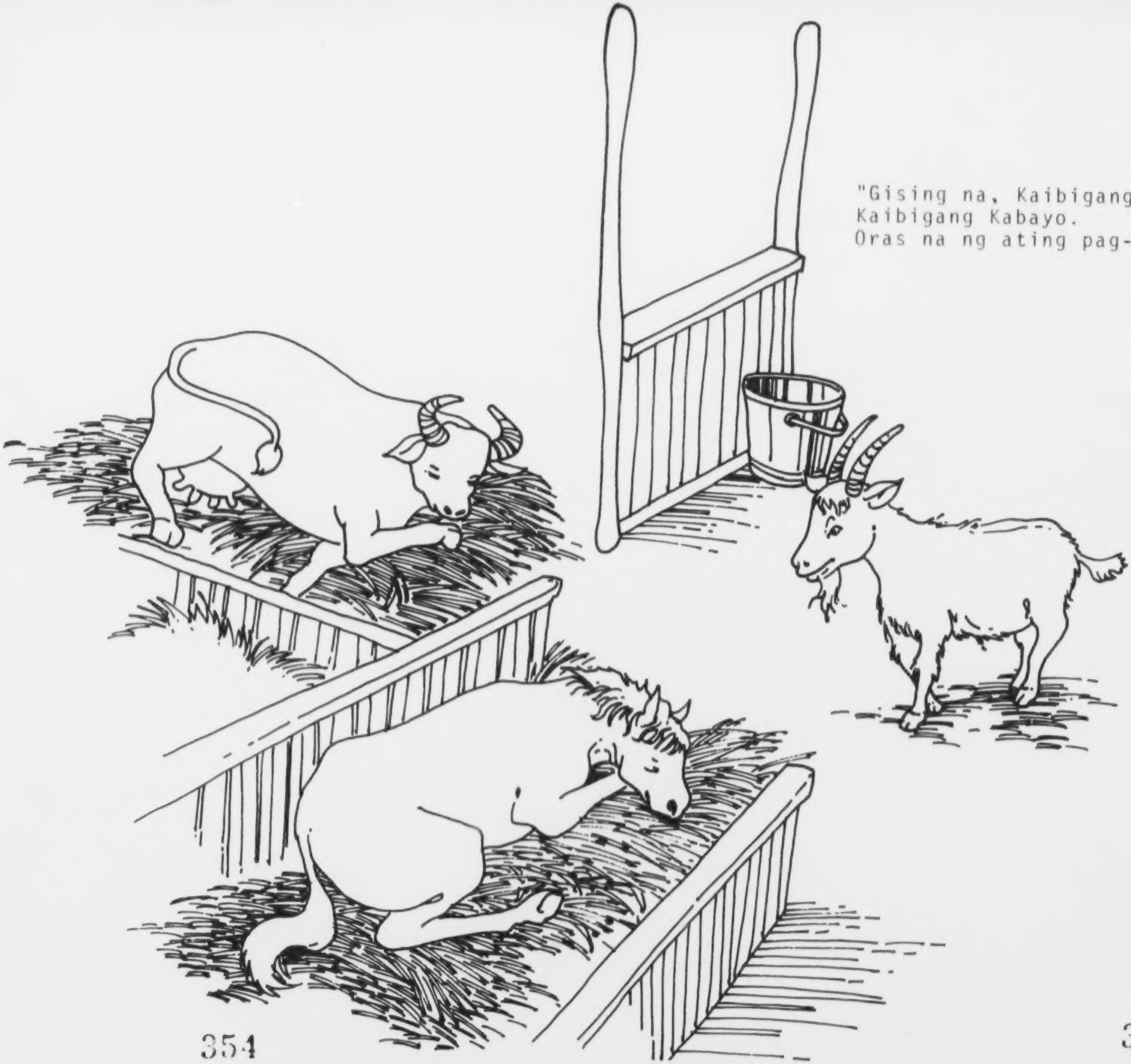
Materials Needed:
1. cotton fabric in different colors
2. needle and thread
3. scissors
4. buttons
5. ribbon
6. yarn

Instructions:

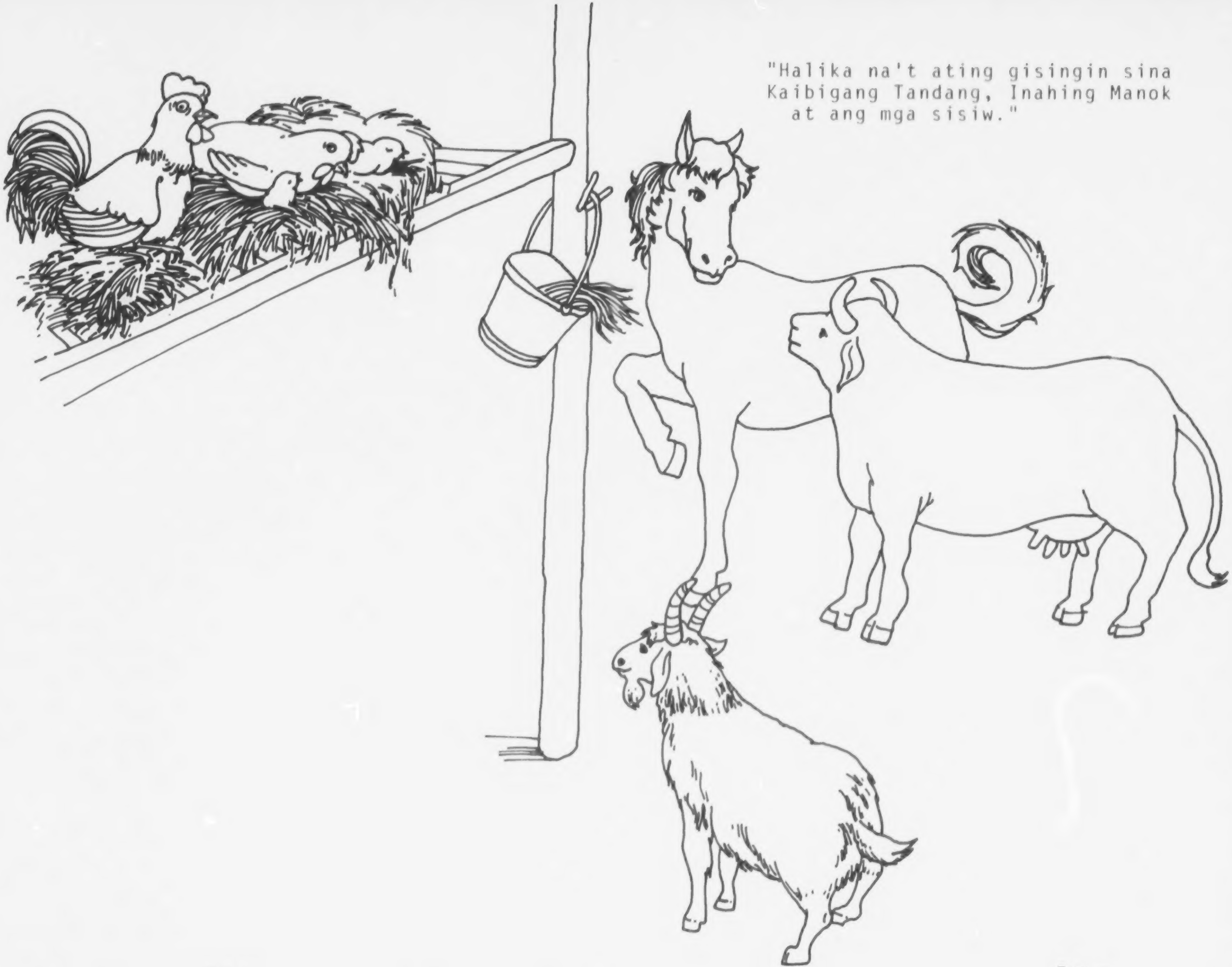
1. Cut 2 patterns along bold line.
2. Decorate "Rey's" head by sewing or gluing on buttons for the eyes. Use different color fabric and glue on for nose and mouth. Use yarn to make hair. Bow-tie made out of ribbon is optional.
3. Sew the front and back together along the dotted lines.



Sample drawing of "Rey's" head can look like this.



"Gising na, Kaibigang Baka,
Kaibigang Kabayo.
Oras na ng ating pag-eensayo.



"Halika na't ating gisingin sina Kaibigang Tandang, Inahing Manok at ang mga sisiw."

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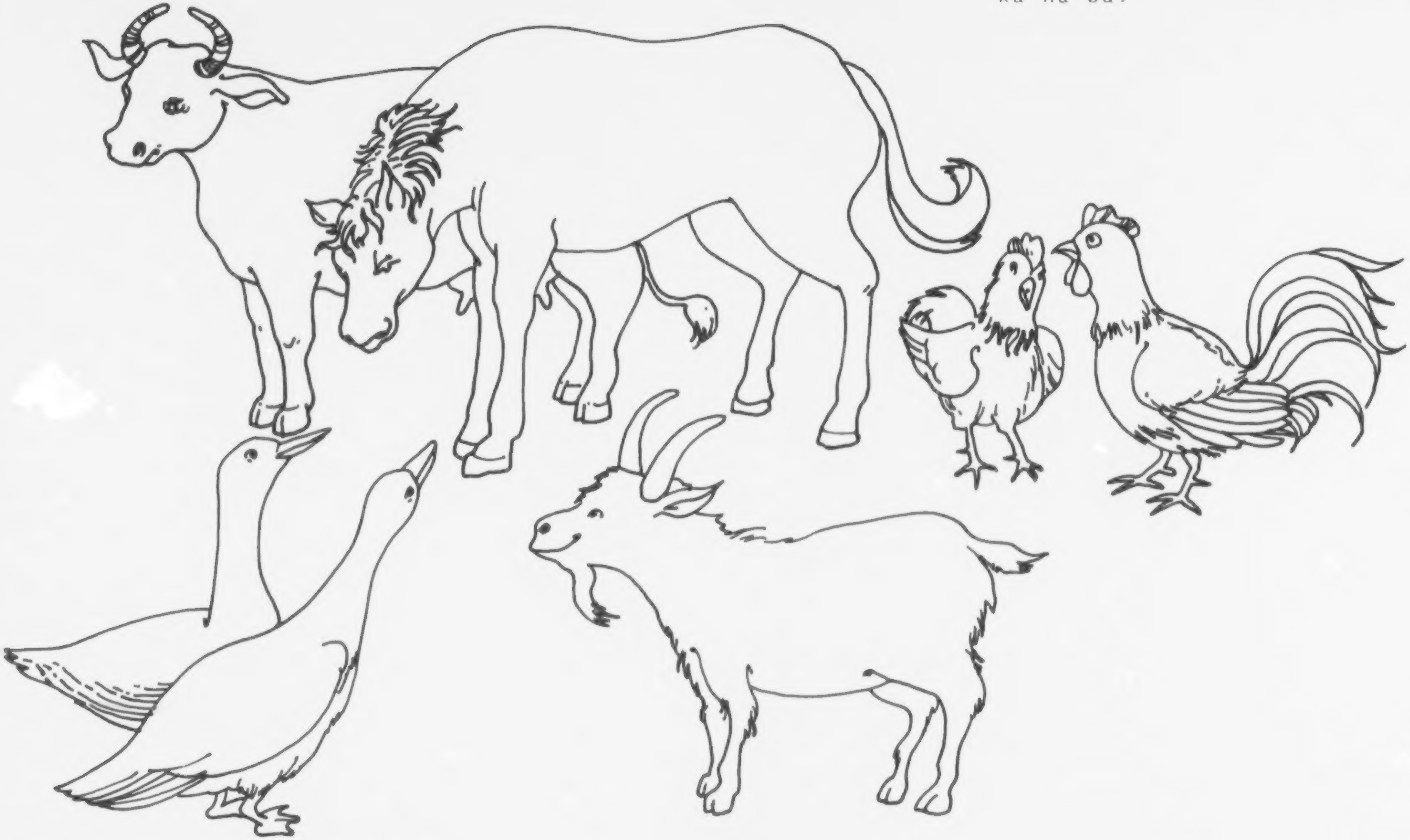
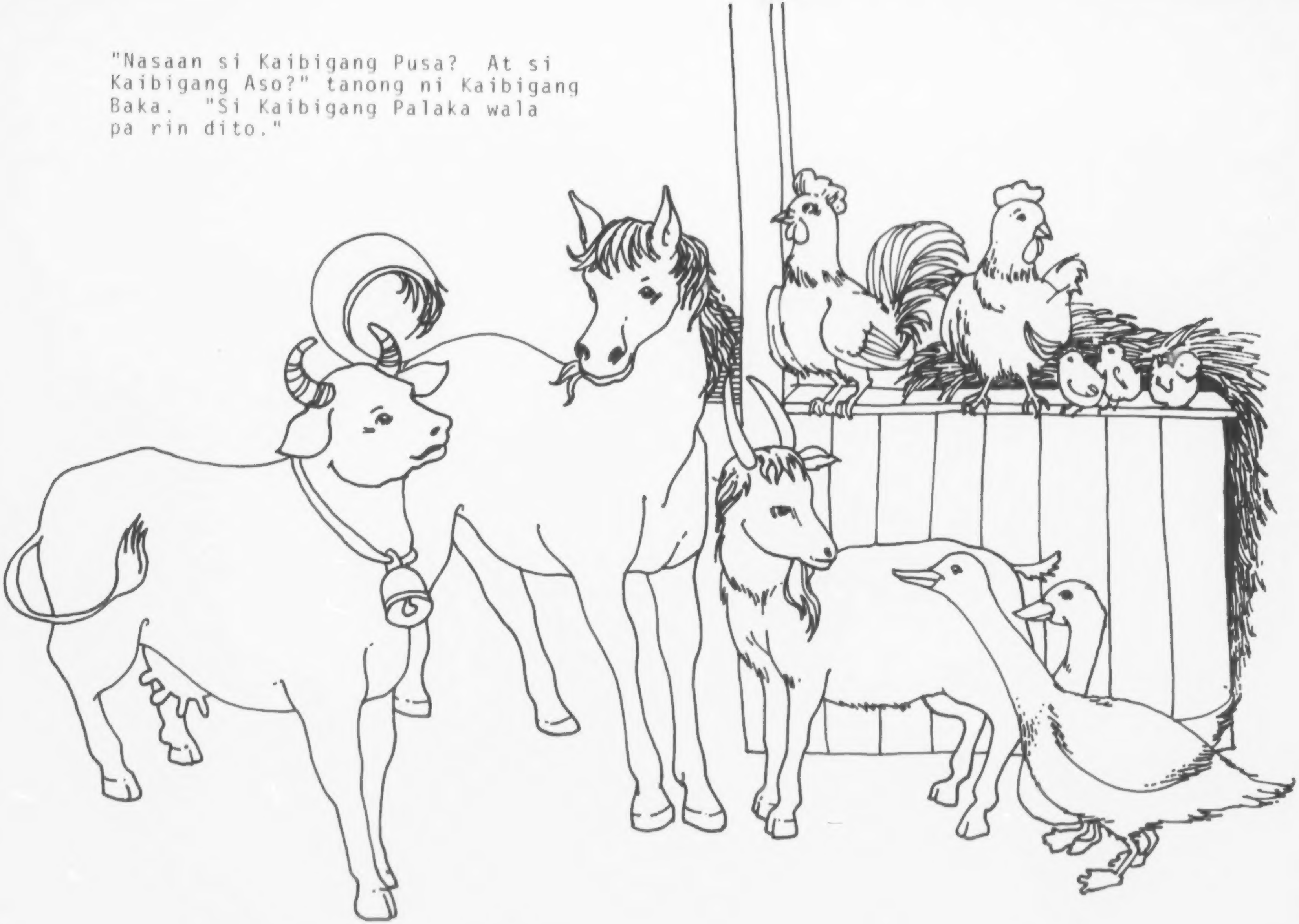
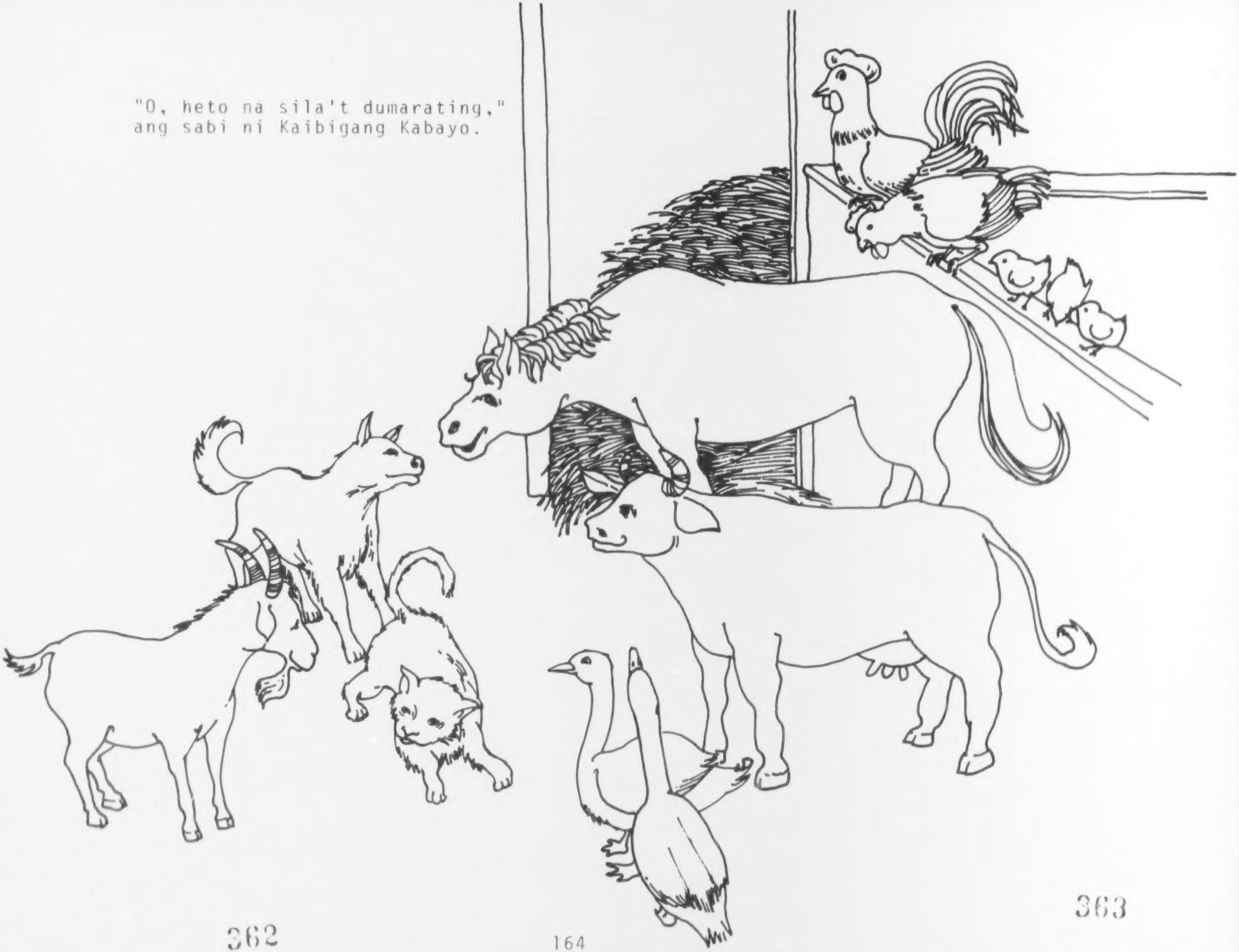
"O, Kaibigang Gansa, handa ka na ba?"



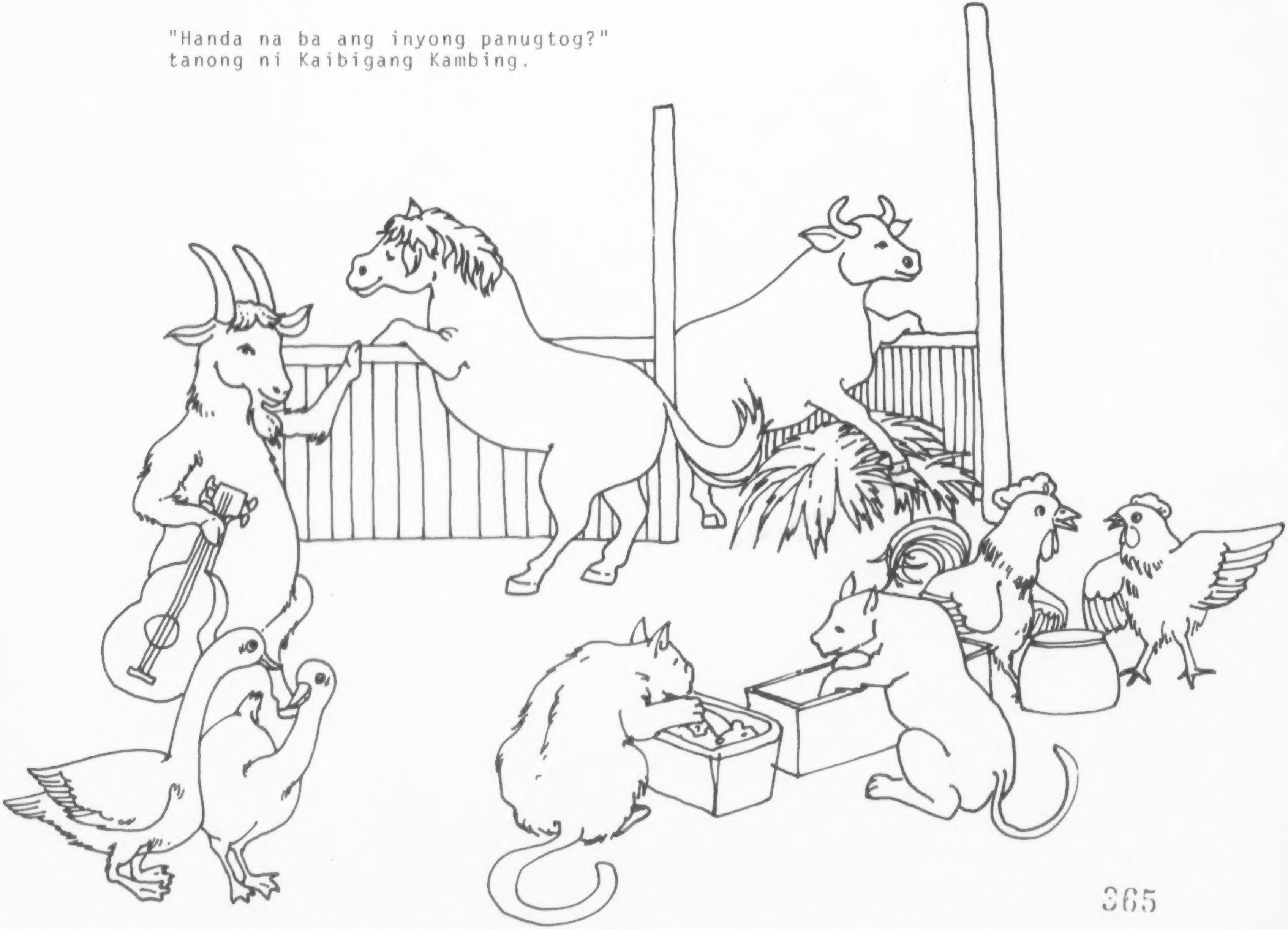
"Nasaan si Kaibigang Pusa? At si Kaibigang Aso?" tanong ni Kaibigang Baka. "Si Kaibigang Palaka wala pa rin dito."



"O, heto na sila't dumarating,"
ang sabi ni Kaibigang Kabayo.



"Handa na ba ang inyong panugtog?"
tanong ni Kaibigang Kambing.



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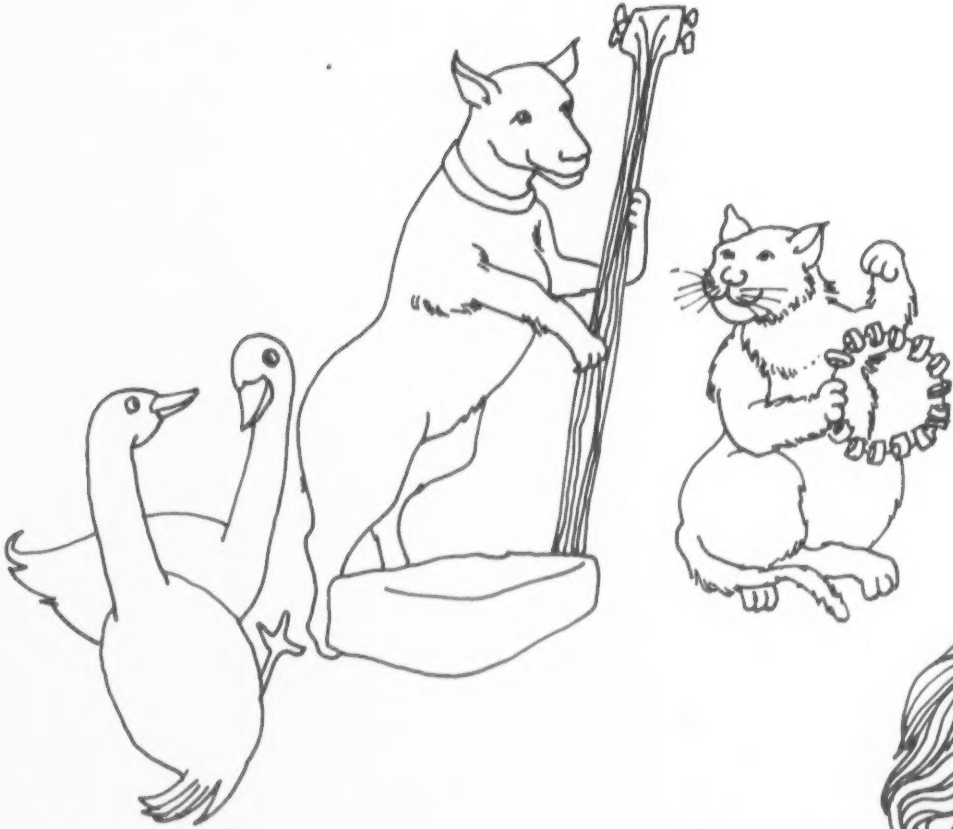

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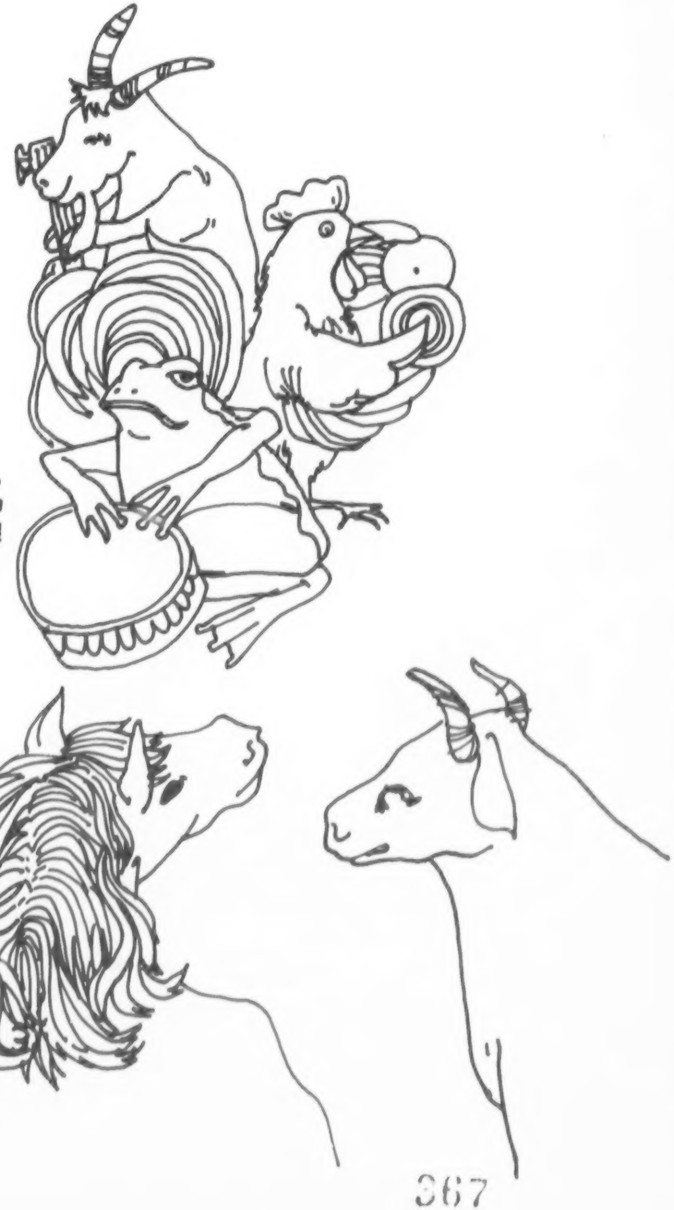

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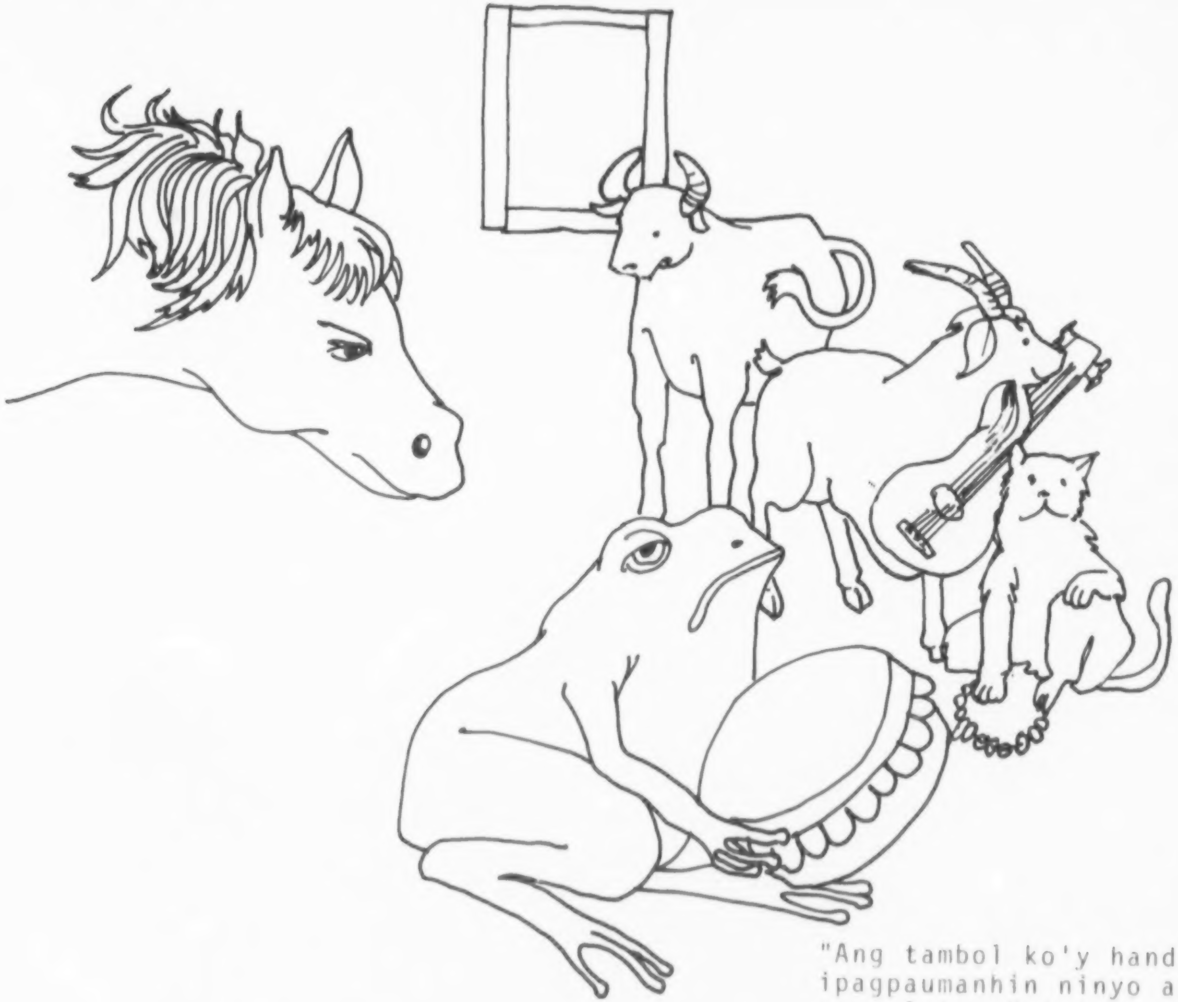
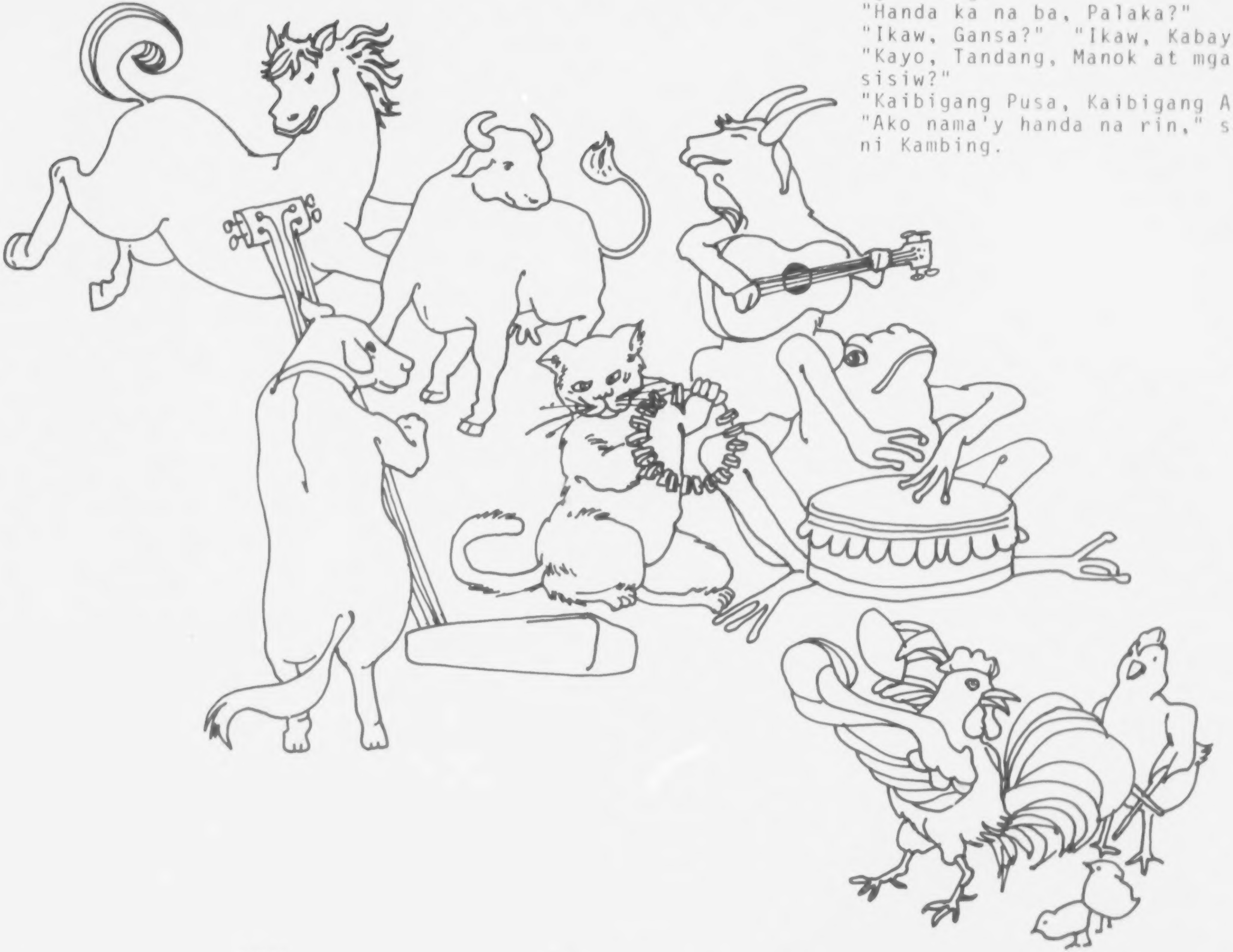
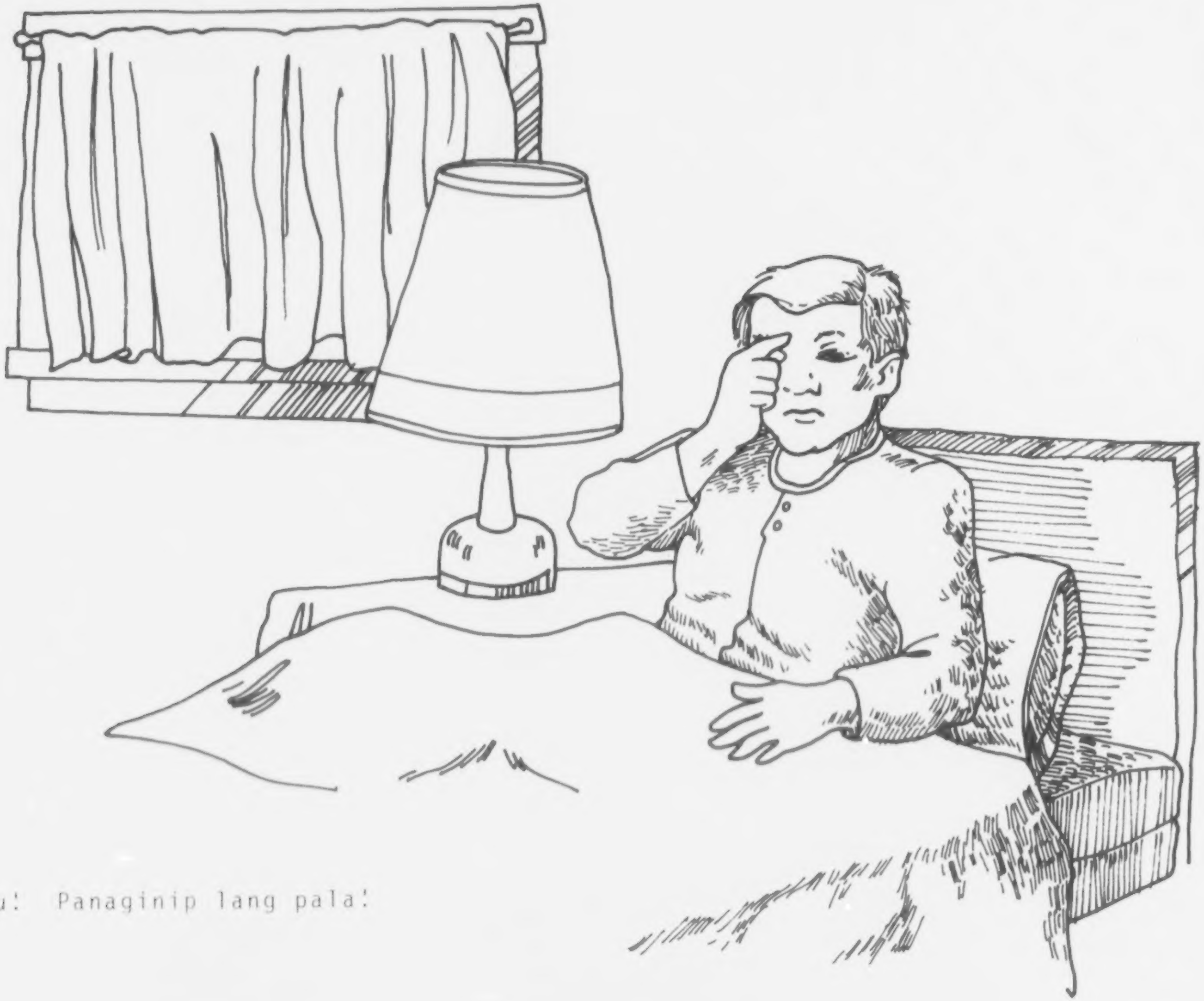


"Ang tambol ko'y handa na ngunit ipagpaumanhin ninyo ang aking tinig na malat. Katatapos lamang ng tag-ulan at panay na panay ang aking pagkokak," ang sabi ni Kaibigang Palaka.



"Magsanay muna tayo ng ating mga tinig."
"Handa ka na ba, Palaka?"
"Ikaw, Gansa?" "Ikaw, Kabayo?"
"Kayo, Tandang, Manok at mga sisiw?"
"Kaibigang Pusa, Kaibigang Aso?"
"Ako nama'y handa na rin," sabi ni Kambing.



Naku! Panaginip lang pala!

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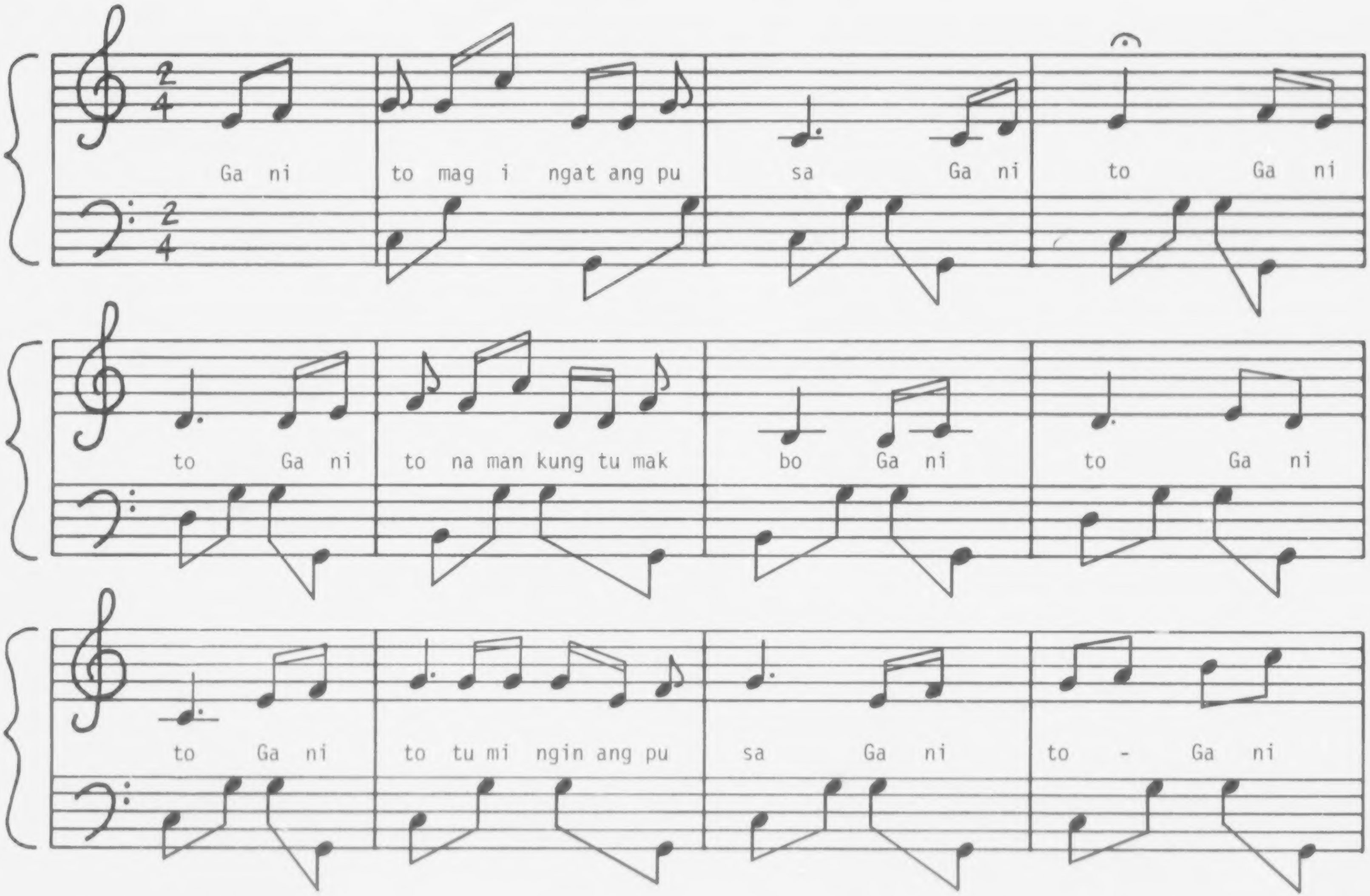
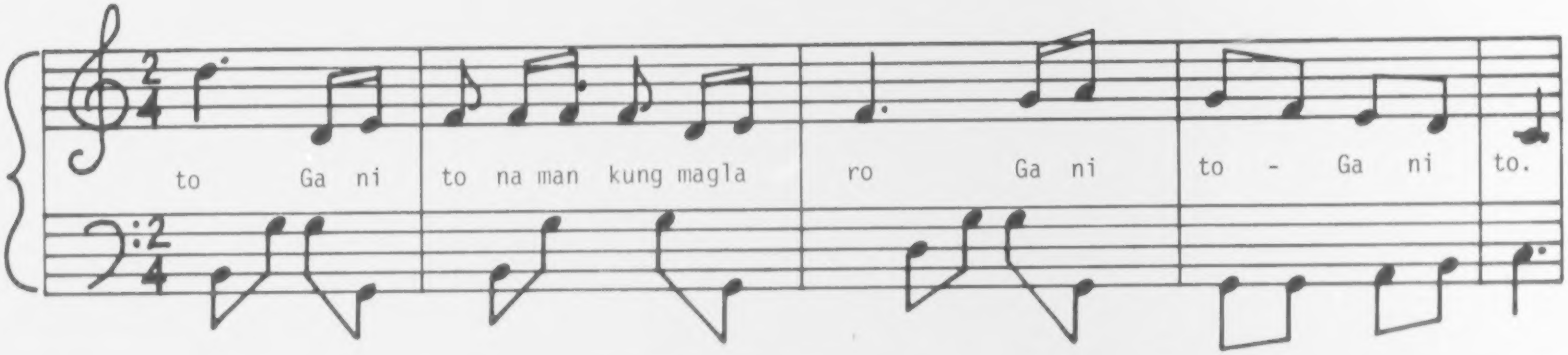
KILUSANG AWIT (PUSA)


Ga ni to mag i ngat ang pu sa Ga ni to Ga ni
to Ga ni to na man kung tu mak bo Ga ni to Ga ni
to Ga ni to tu mi ngin ang pu sa Ga ni to - Ga ni


2/4
to Ga ni
to na man kung magla
ro Ga ni
to - Ga ni
to.

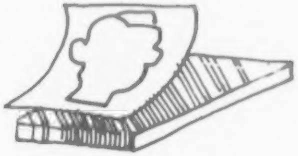
DANGLING BODY

Materials Needed:

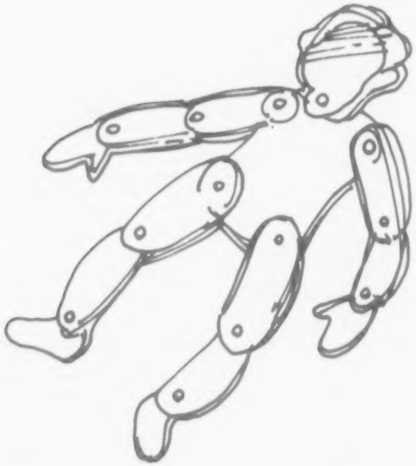
1. 14 fasteners
2. scissors
3. paste or glue
4. chip board or tagboard

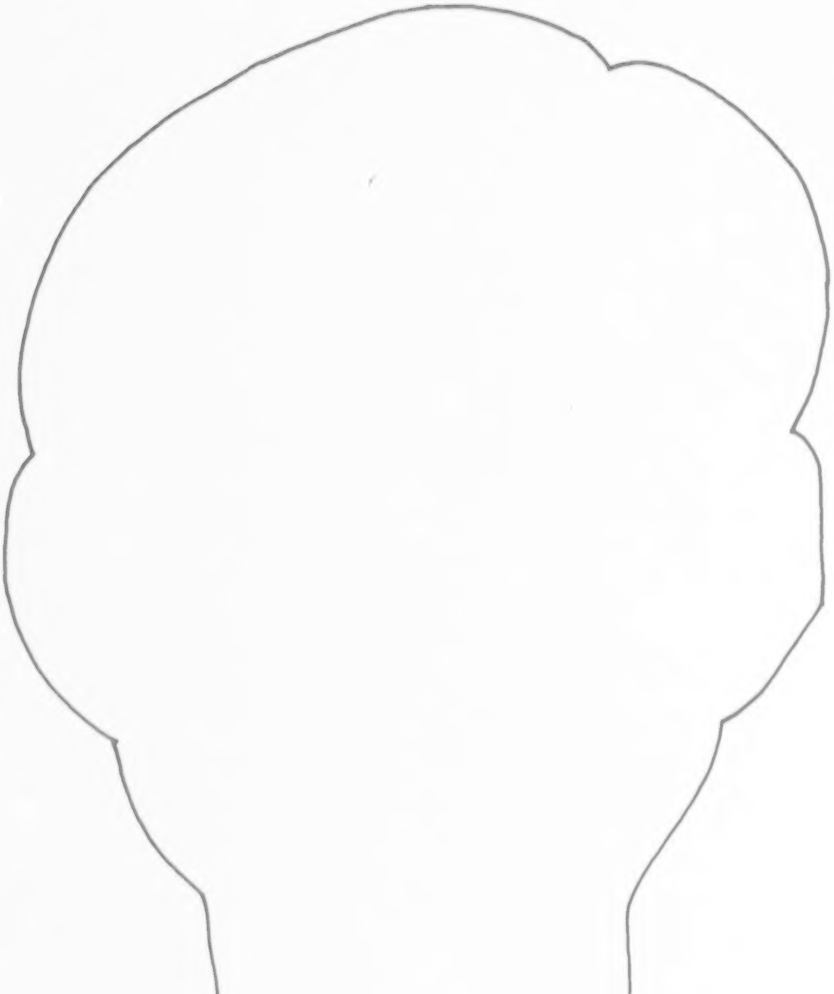
Instructions for construction:

1. Paste or glue all patterns on chip board or tagboard. Cut out the body patterns.



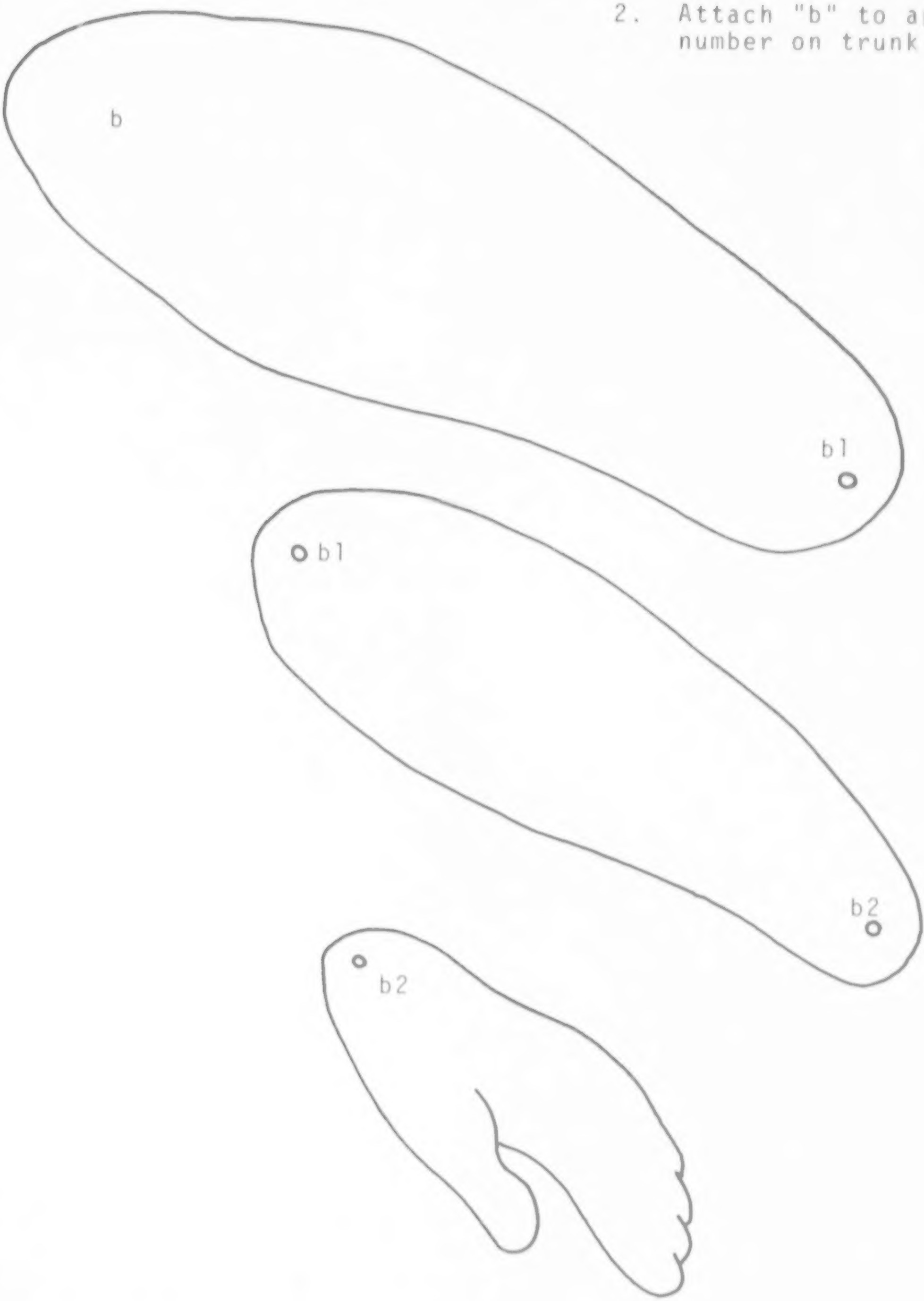
2. Follow instructions on each sheet to eventually make a puppet which will look like this.



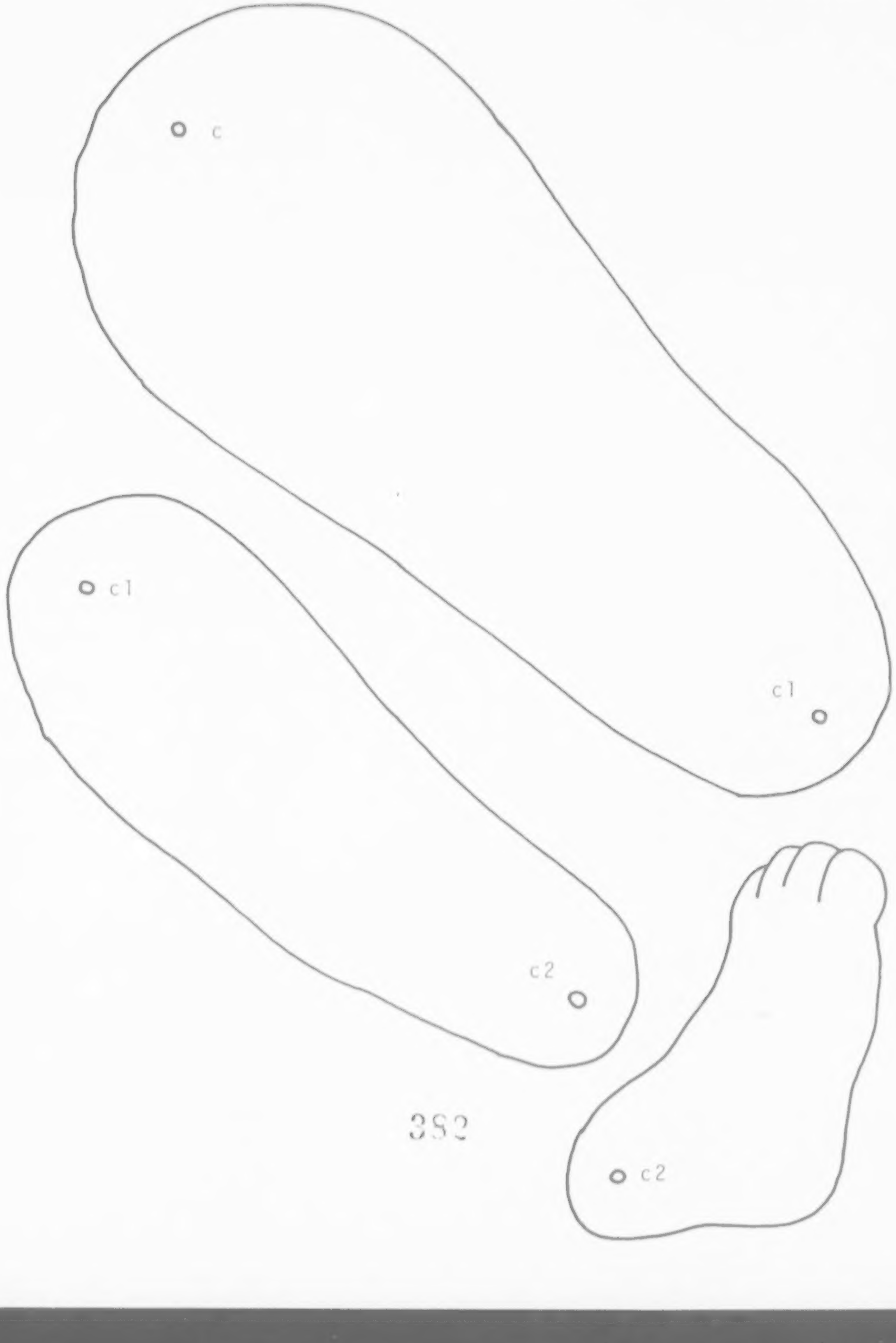


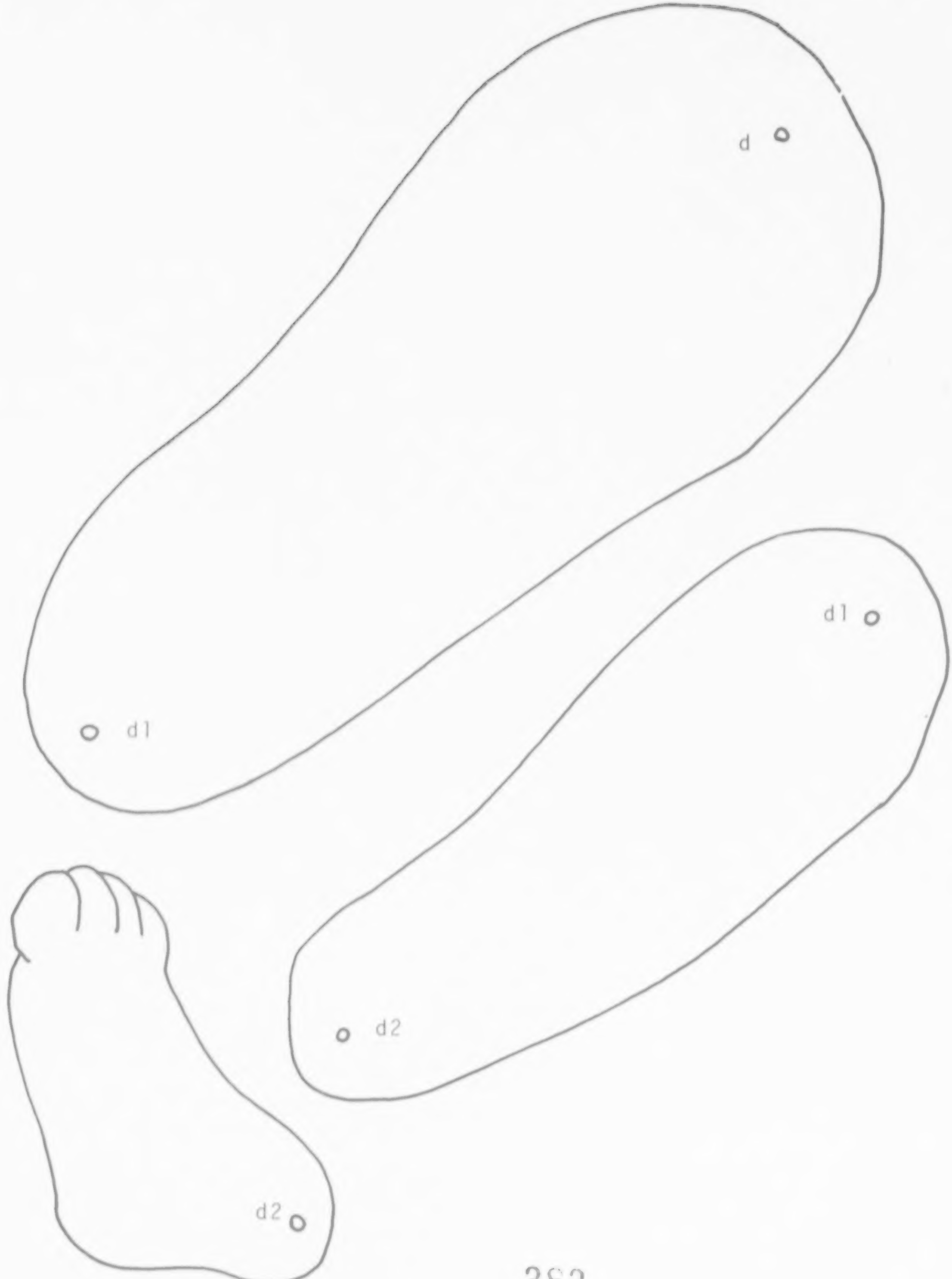
1. Punch hole at point "a"
2. Insert to appropriate letter on trunk.

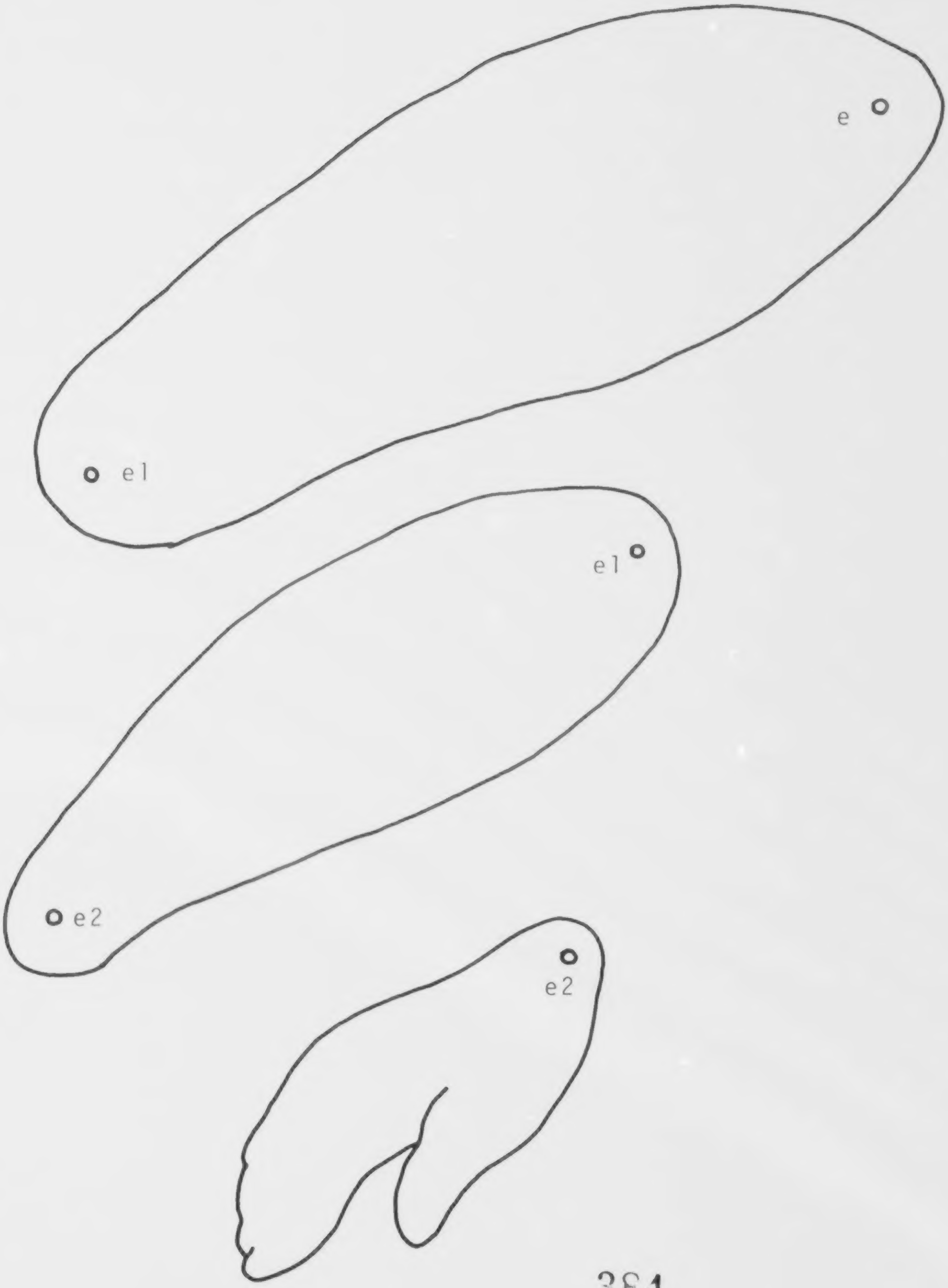
1. Punch holes at "b", "b1", "b2" and insert fastener at "b1" to "b1" and "b2" to "b2".
2. Attach "b" to appropriate number on trunk with a fastener.

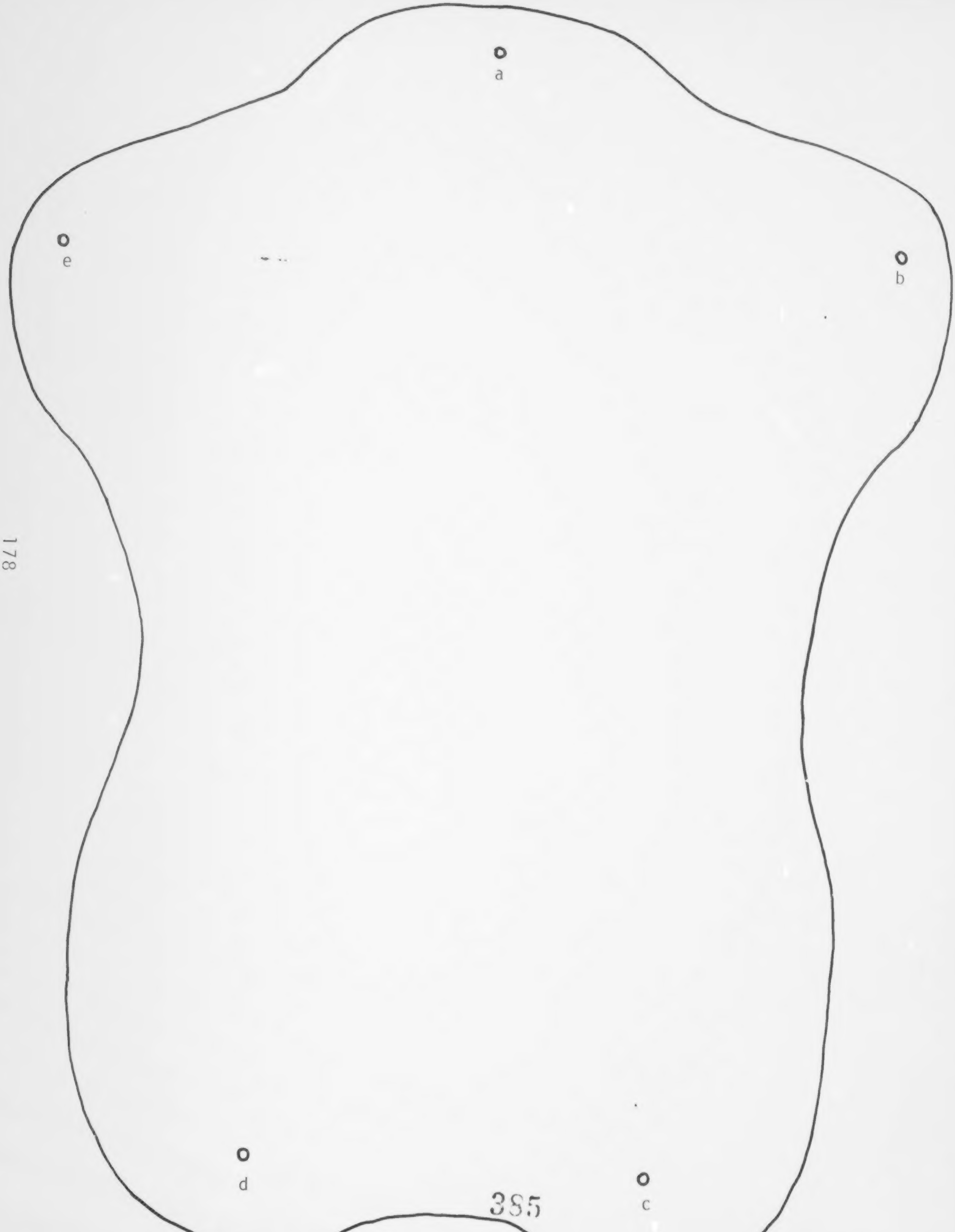


1. Punch holes at "c", "c1", "c2" and insert fastener at "c1" to "c1" and "c2" to "c2".
2. Attach "c" to appropriate number on trunk with a fastener.

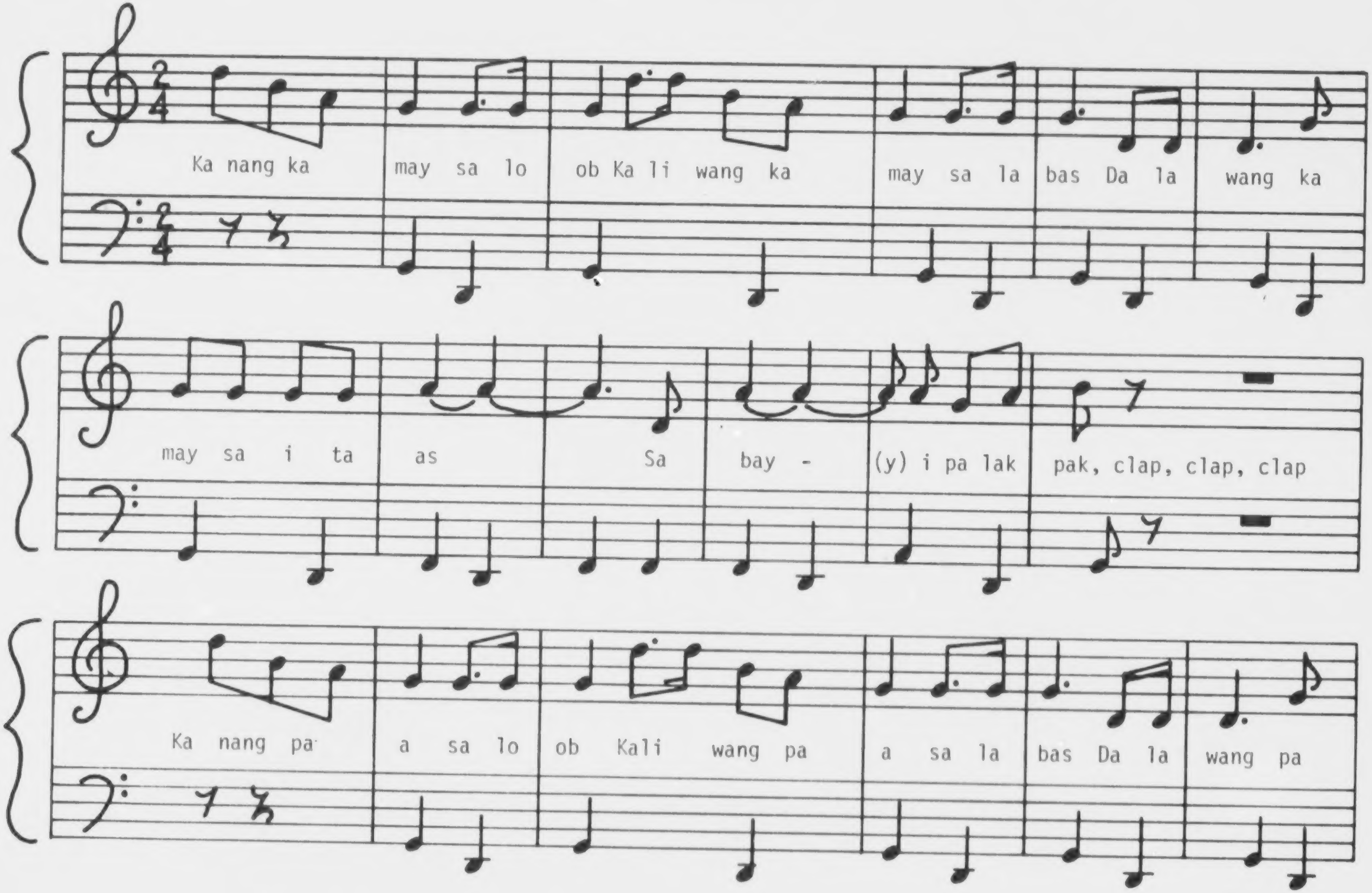


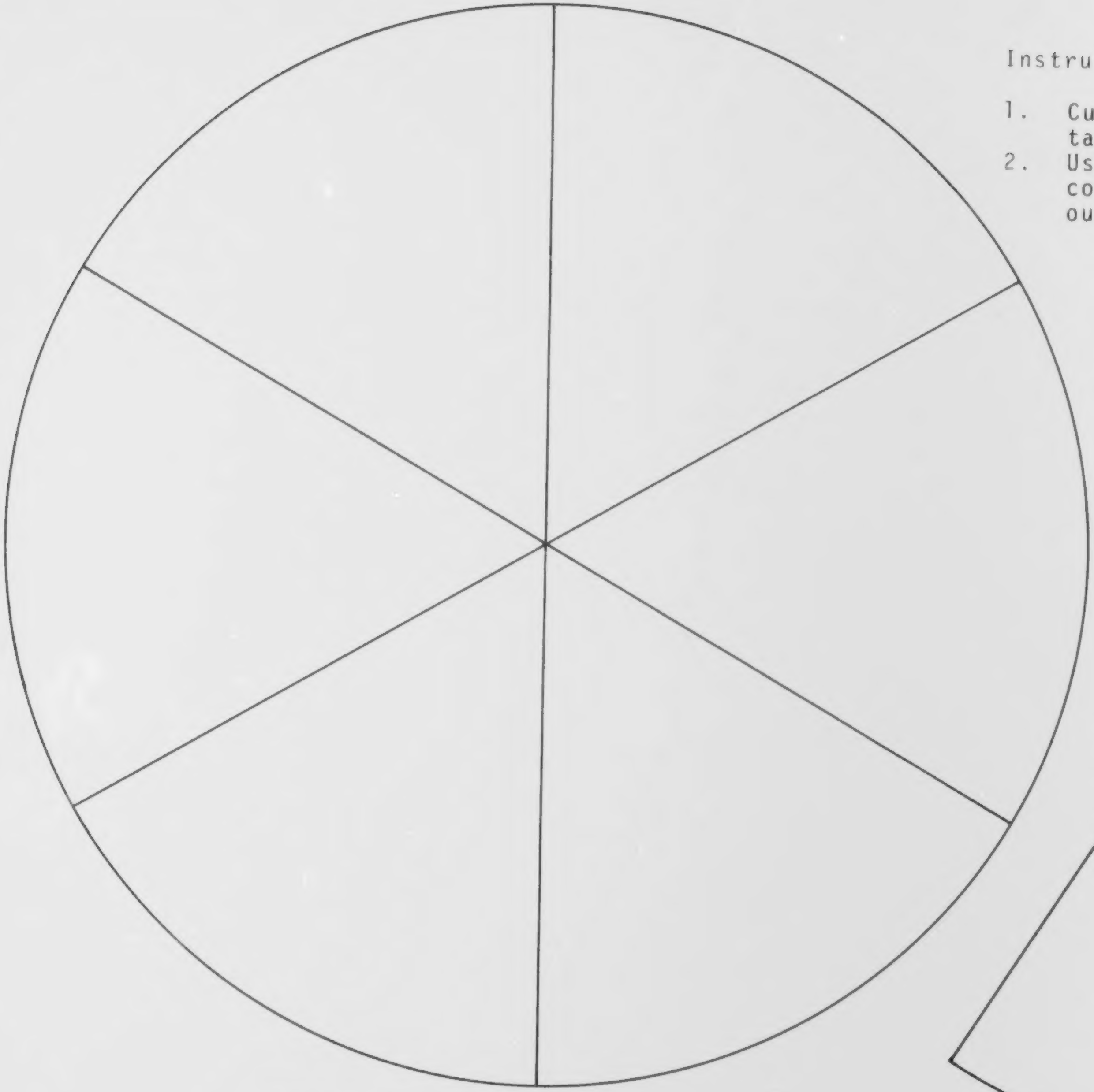

d
d1
d1
d2
d2


e
e1
e1
e2
e2


a
e
b
d
c

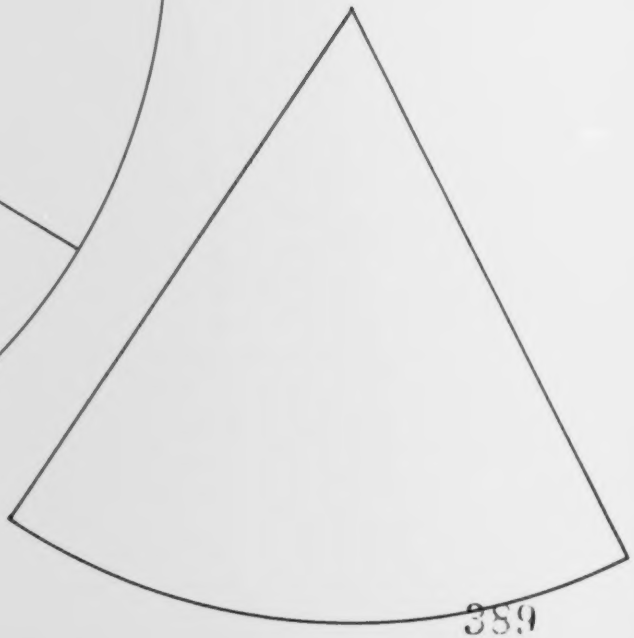
KAMAY, PAA - SA LOOB AT LABAS


Ka nang ka
may sa lo
ob Ka li wang ka
may sa la
bas Da la
wang ka
may sa i ta
as
Sa
bay -
(y) i pa lak
pak, clap, clap, clap
Ka nang pa
a sa lo
ob Kali wang pa
a sa la
bas Da la
wang pa

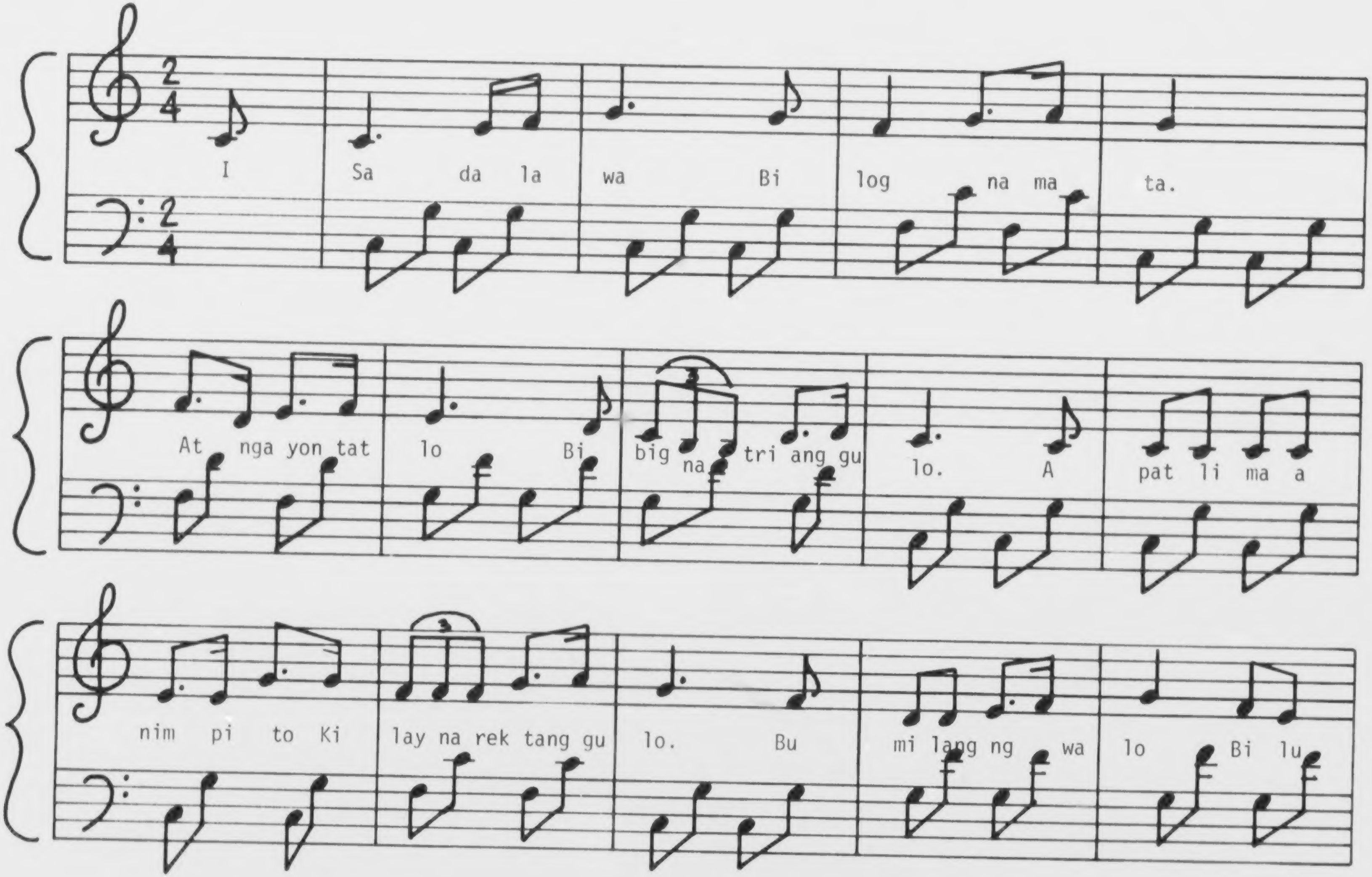


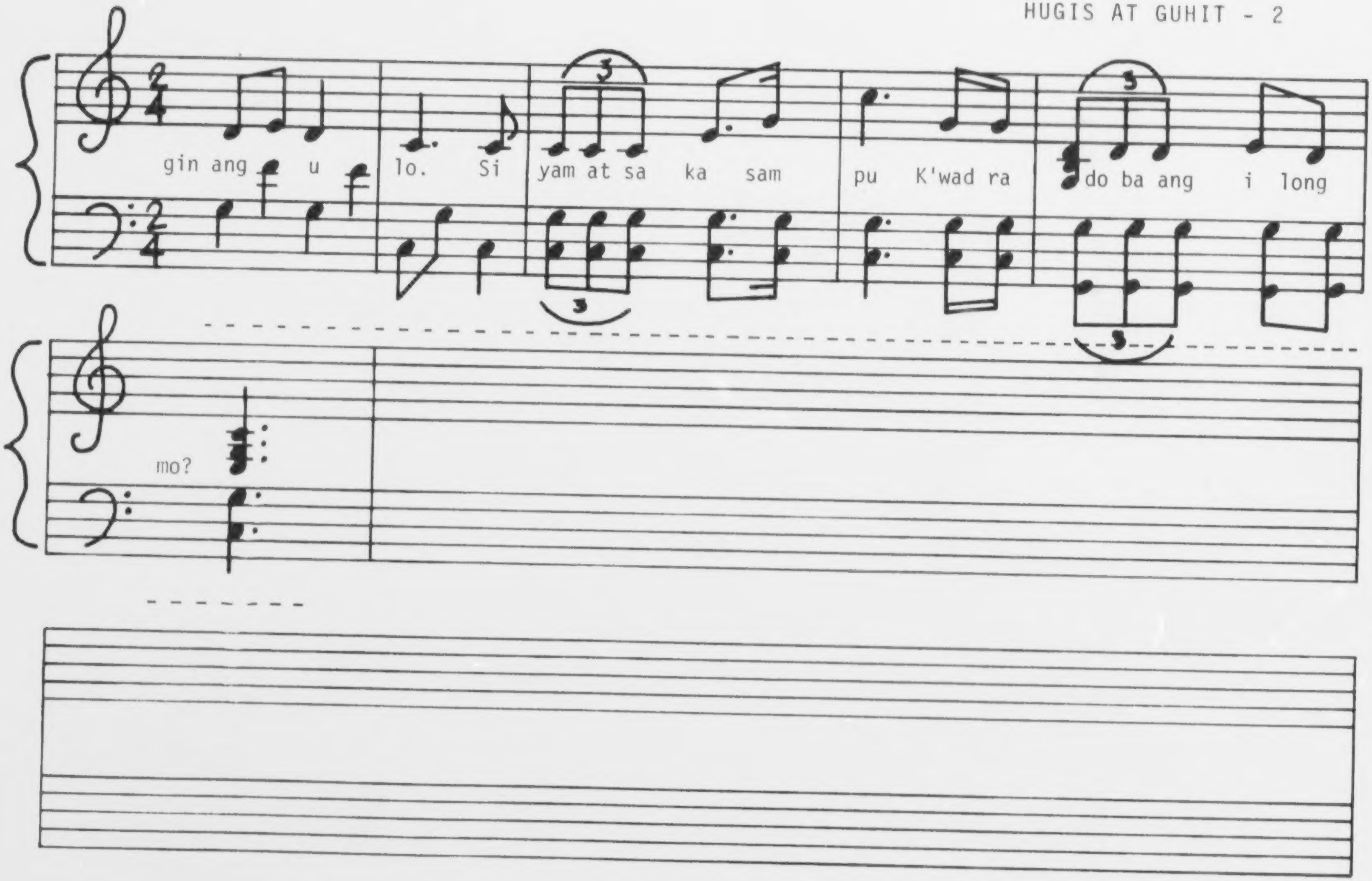
Instructions:

1. Cut disc out and glue on tagboard.
2. Use pattern provided for color wedges. Cut wedges out using color paper.

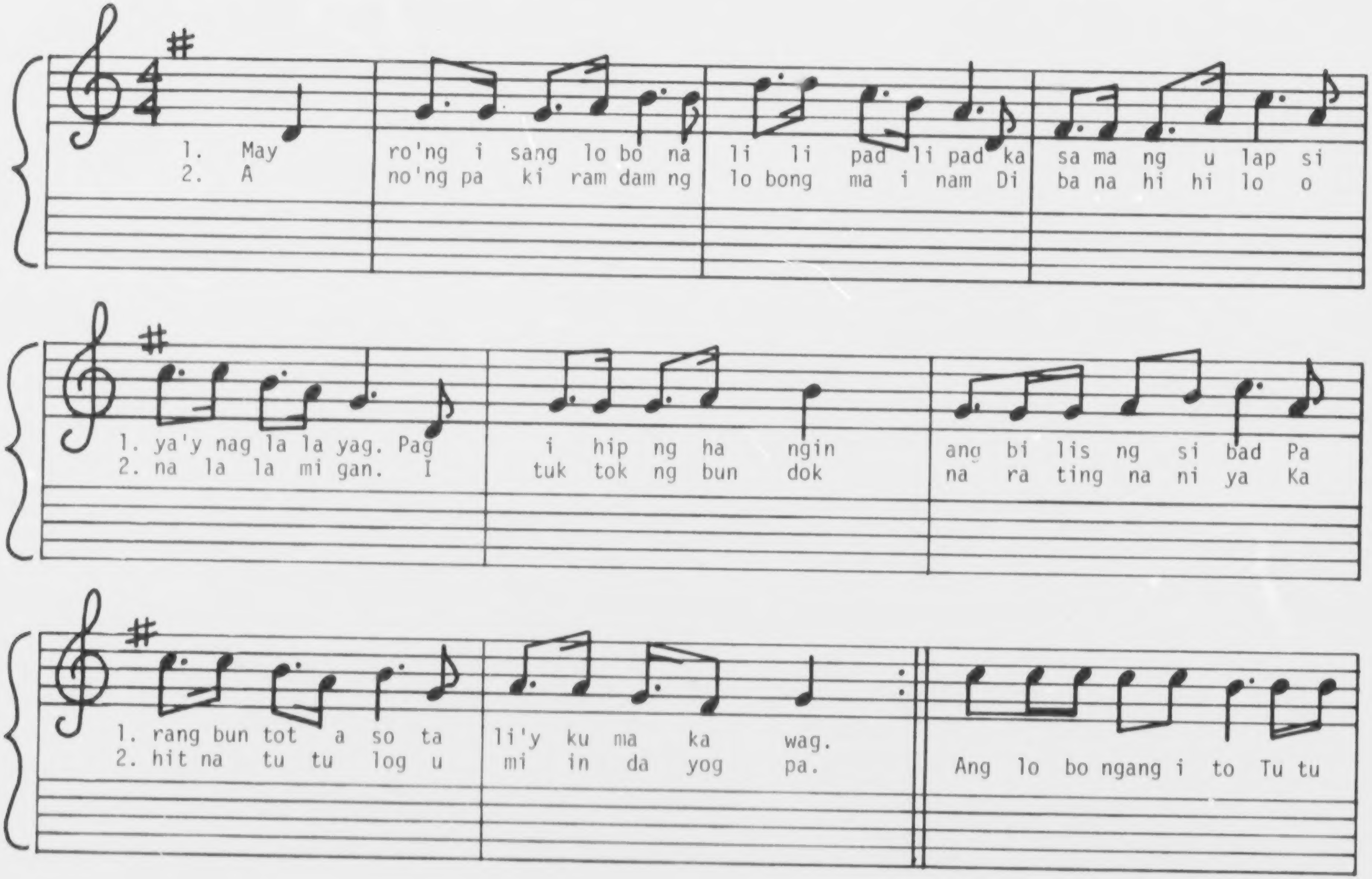


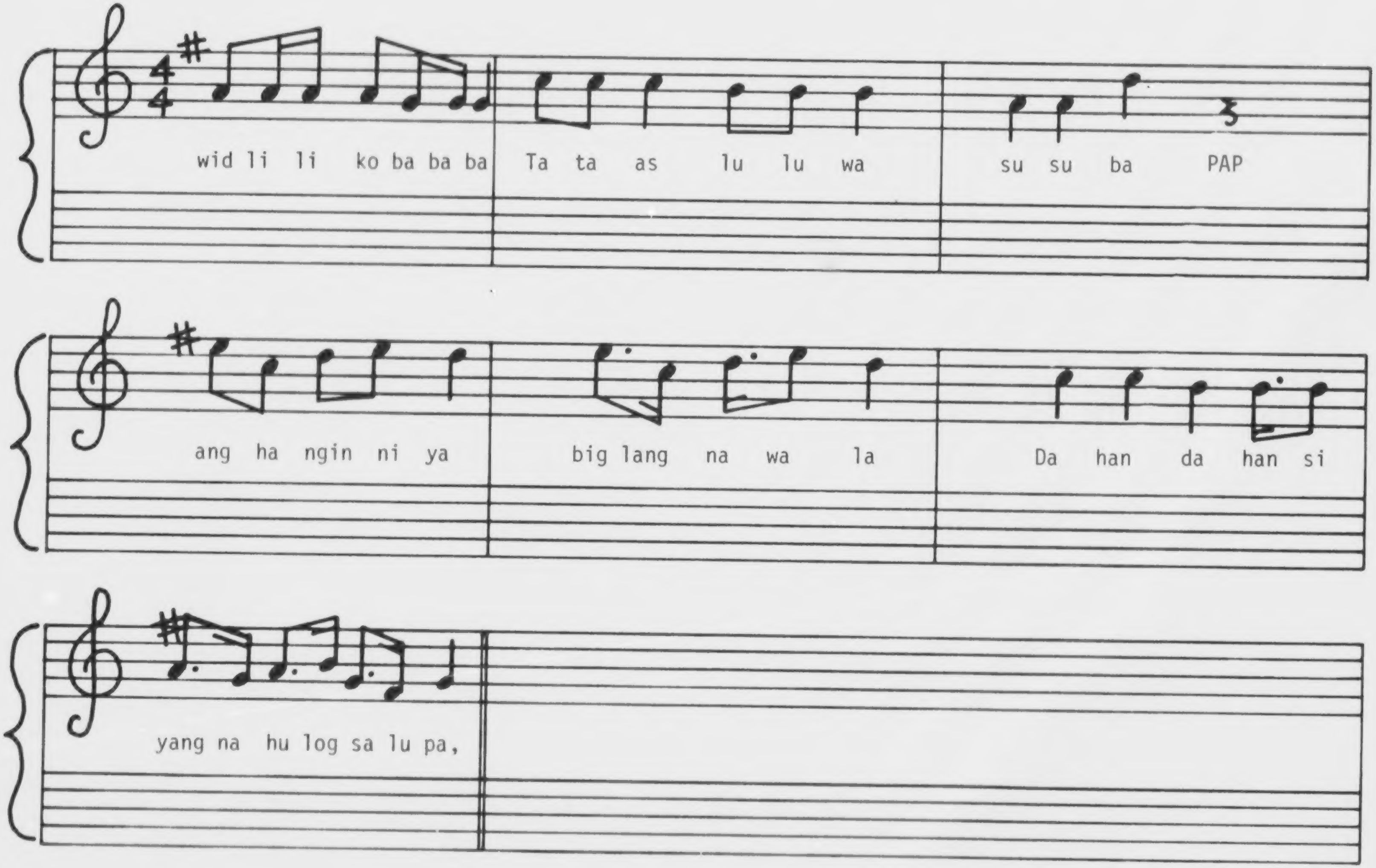
HUGIS AT GUHIT

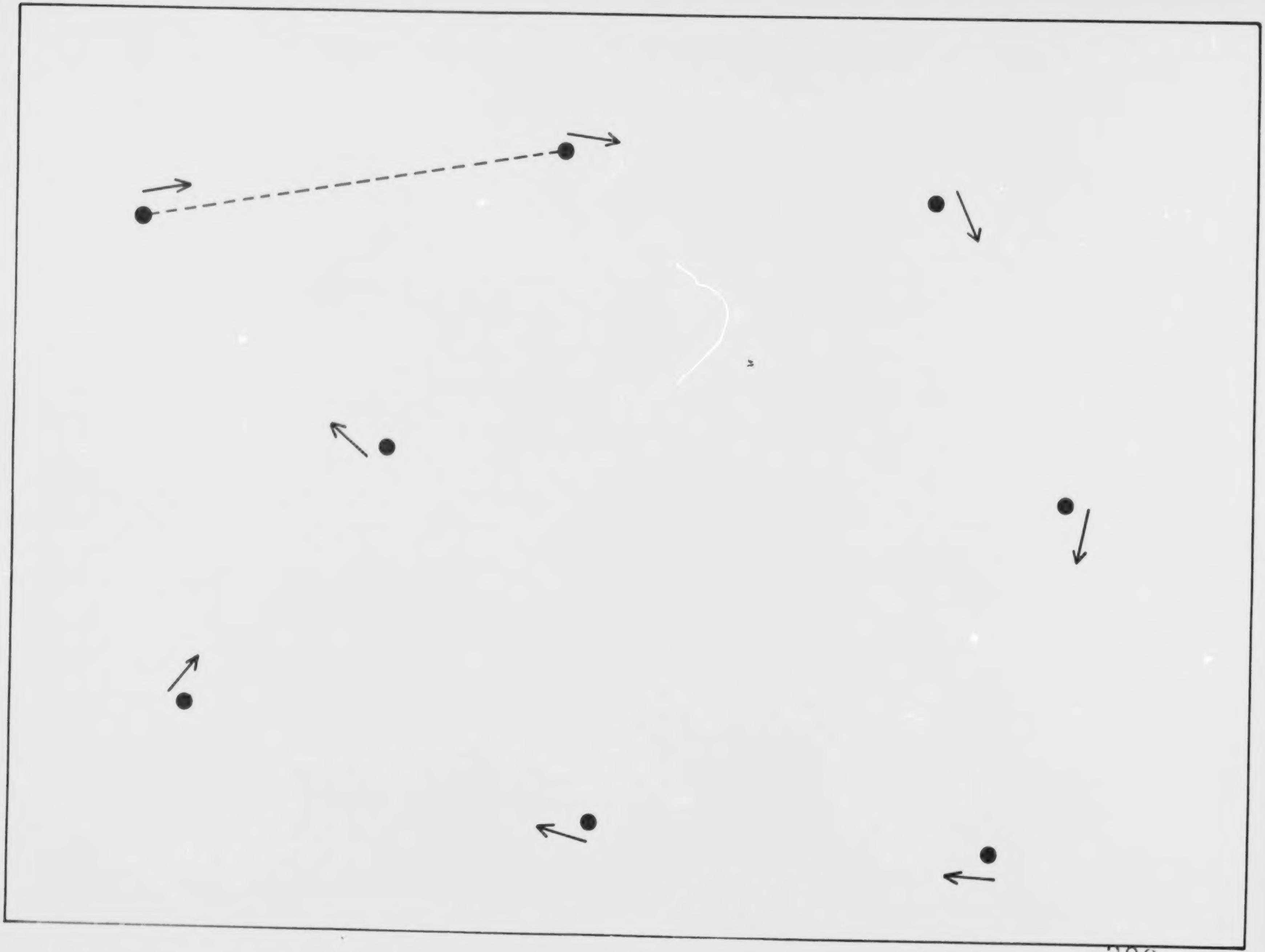

I Sa da la wa Bi log na ma ta.
At nga yon tat lo Bi big na tri ang gu lo. A pat li ma a
nim pi to Ki lay na rek tang gu lo. Bu mi lang ng wa lo Bi lu


gin ang u lo. Si yam at sa ka sam pu K'wad ra do ba ang i long
mo?

ANG LOBO


1. May ro'ng i sang lo bo na li li pad li pad ka sa ma ng u lap si
2. A no'ng pa ki ram dam ng lo bong ma i nam Di ba na hi hi lo o
1. ya'y nag la la yag. Pag i hip ng ha ngin ang bi lis ng si bad Pa
2. na la la mi gan. I tuk tok ng bun dok na ra ting na ni ya Ka
1. rang bun tot a so ta li'y ku ma ka wag.
2. hit na tu tu log u mi in da yog pa.
Ang lo bo ngang i to Tu tu


wid li li ko ba ba ba
Ta ta as lu lu wa
su su ba PAP
ang ha ngin ni ya
big lang na wa la
Da han da han si
yang na hu log sa lu pa,



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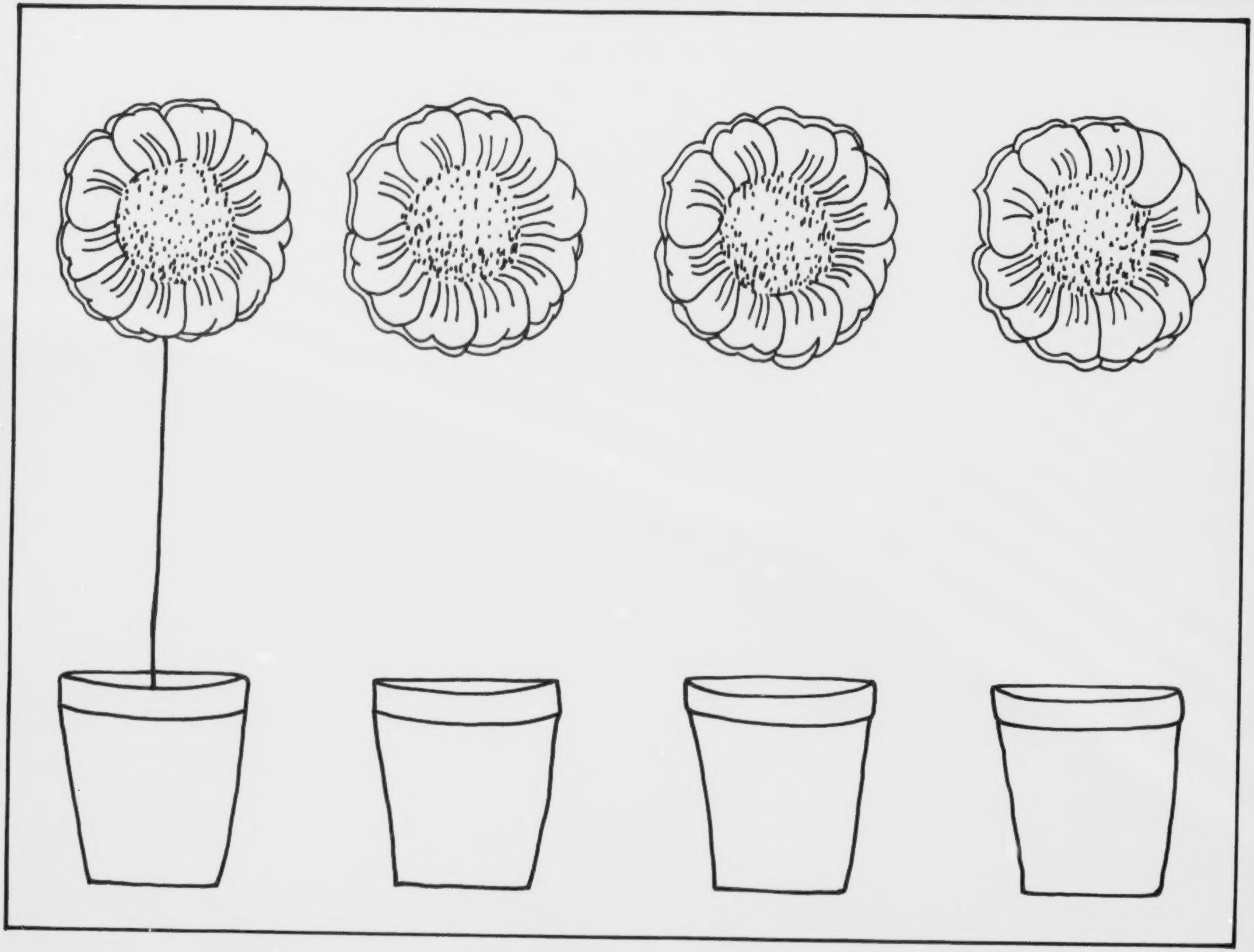

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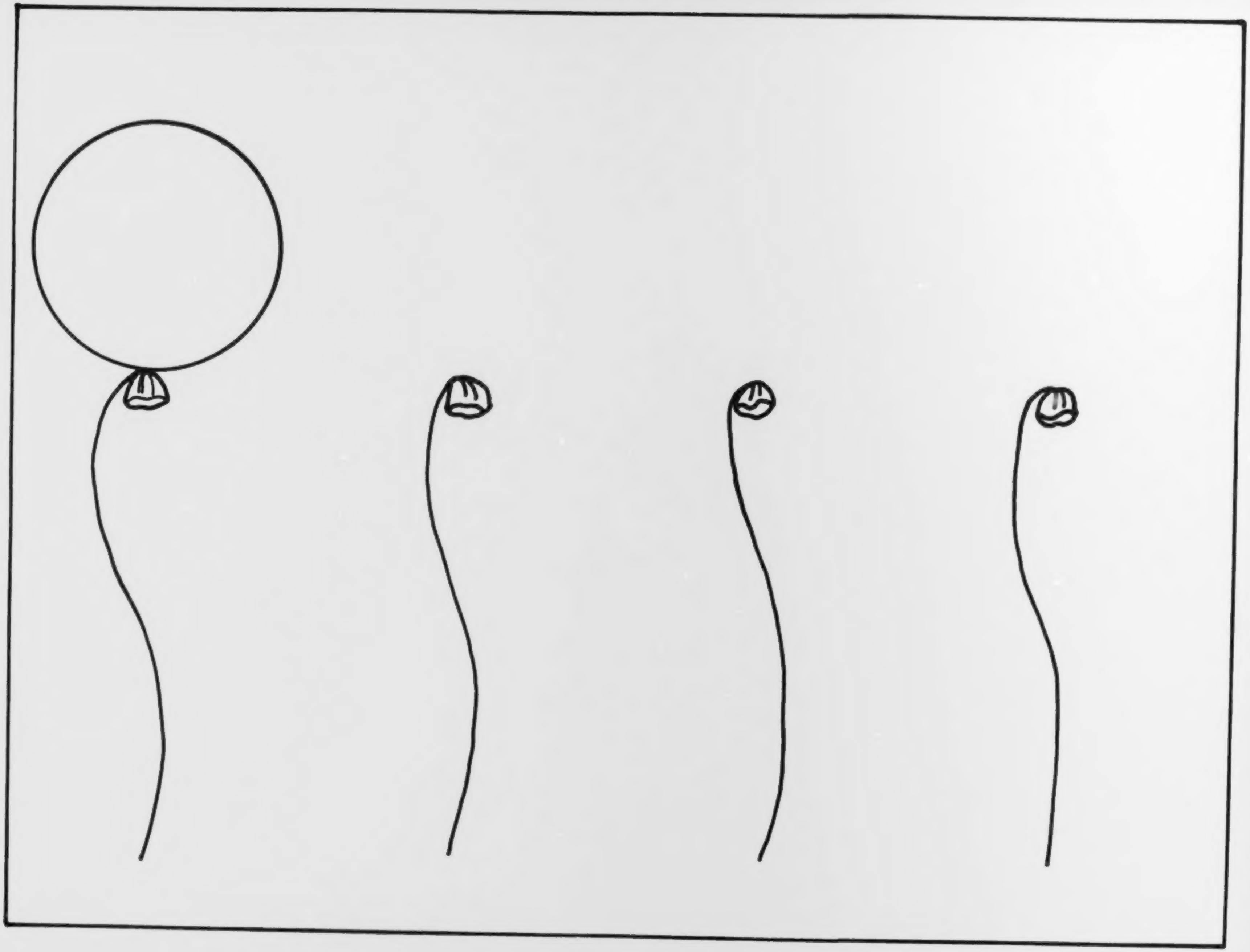
401



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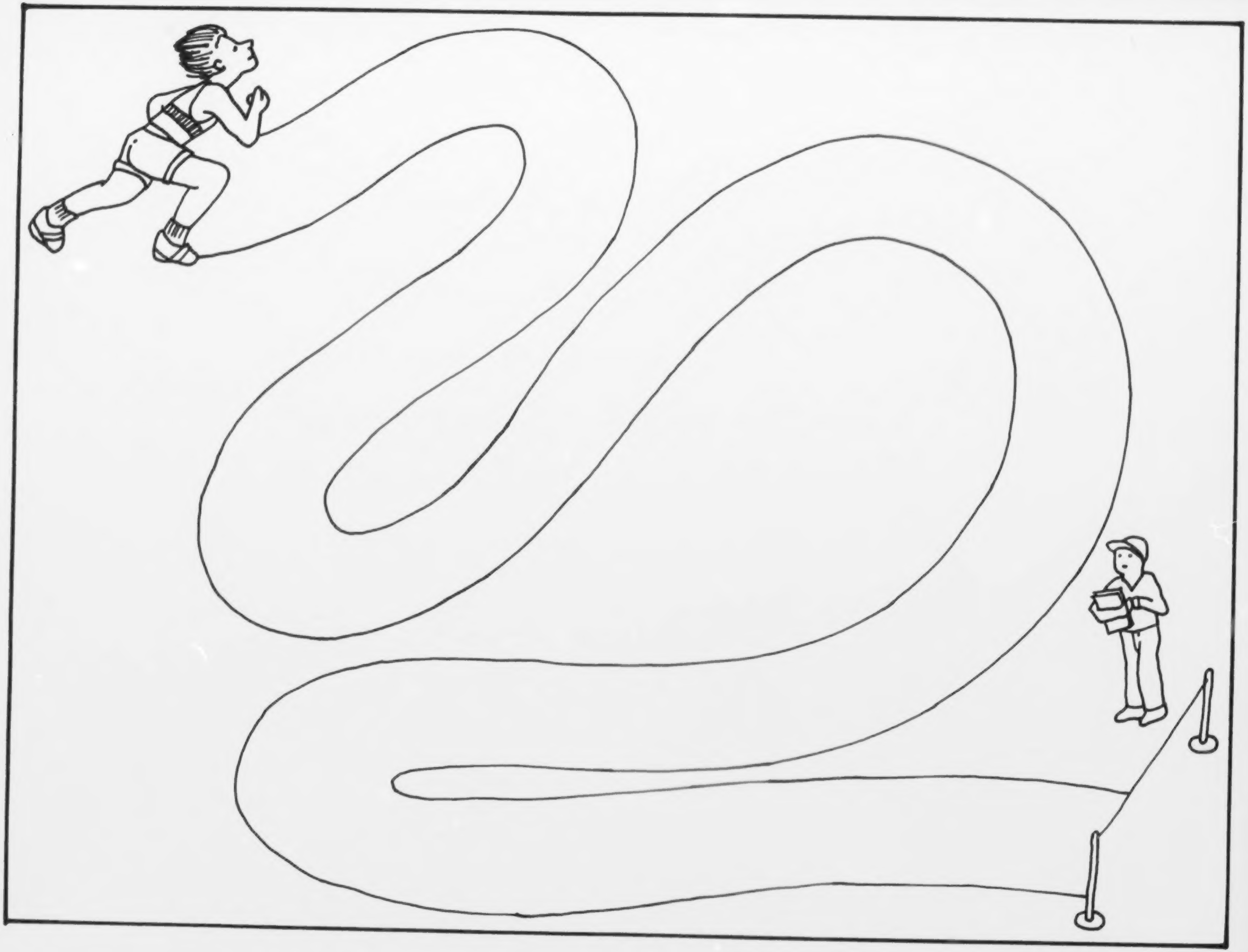

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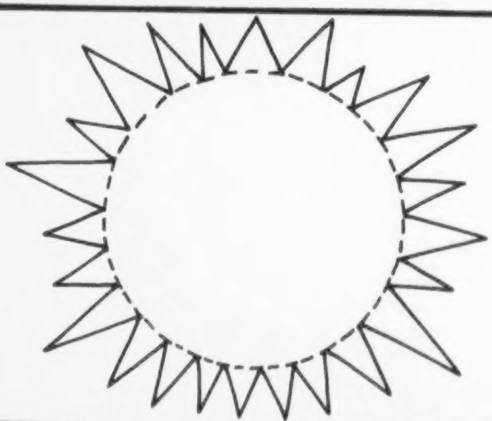

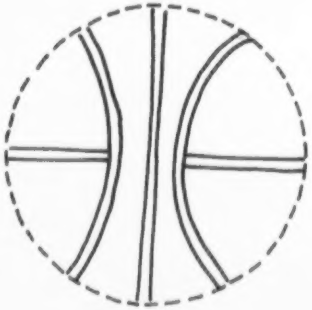

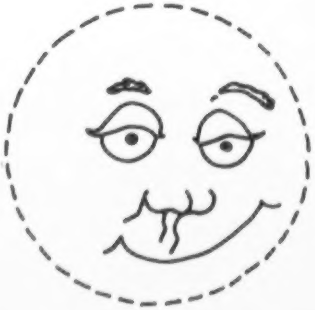

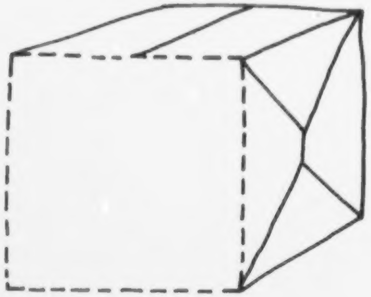

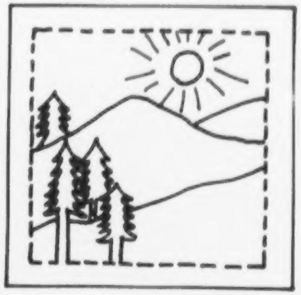

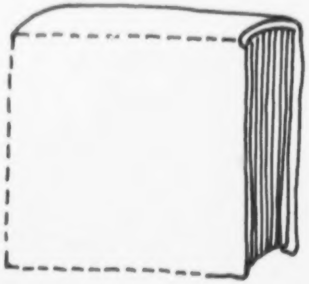

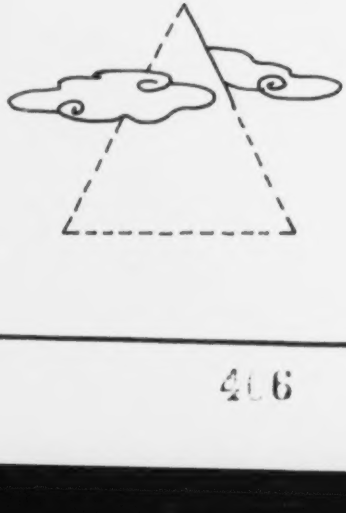

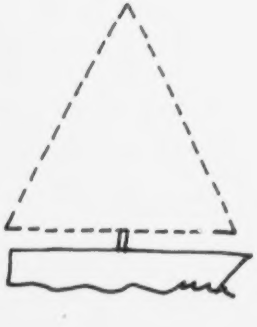

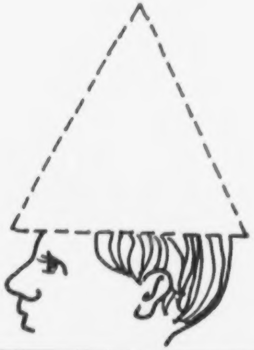

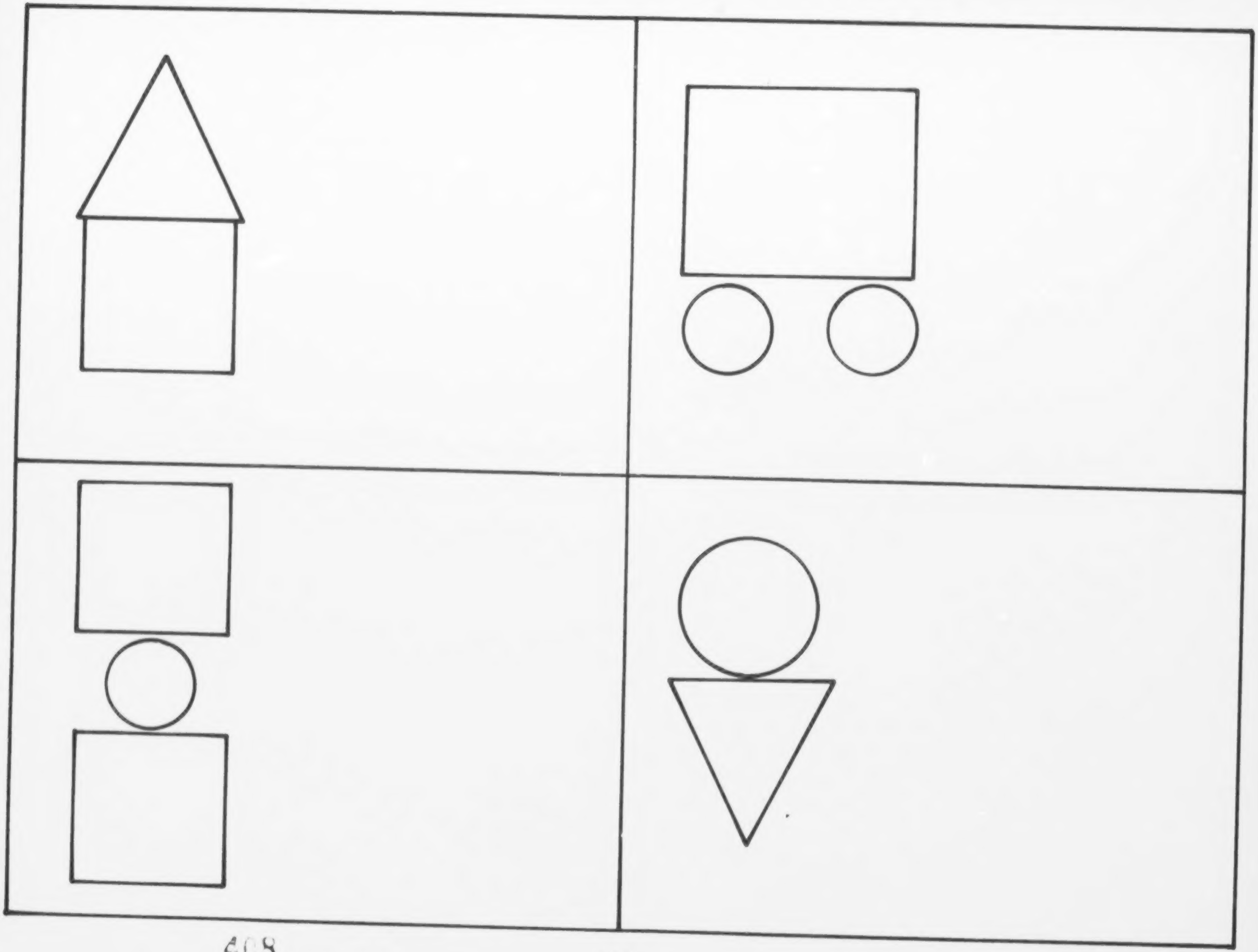

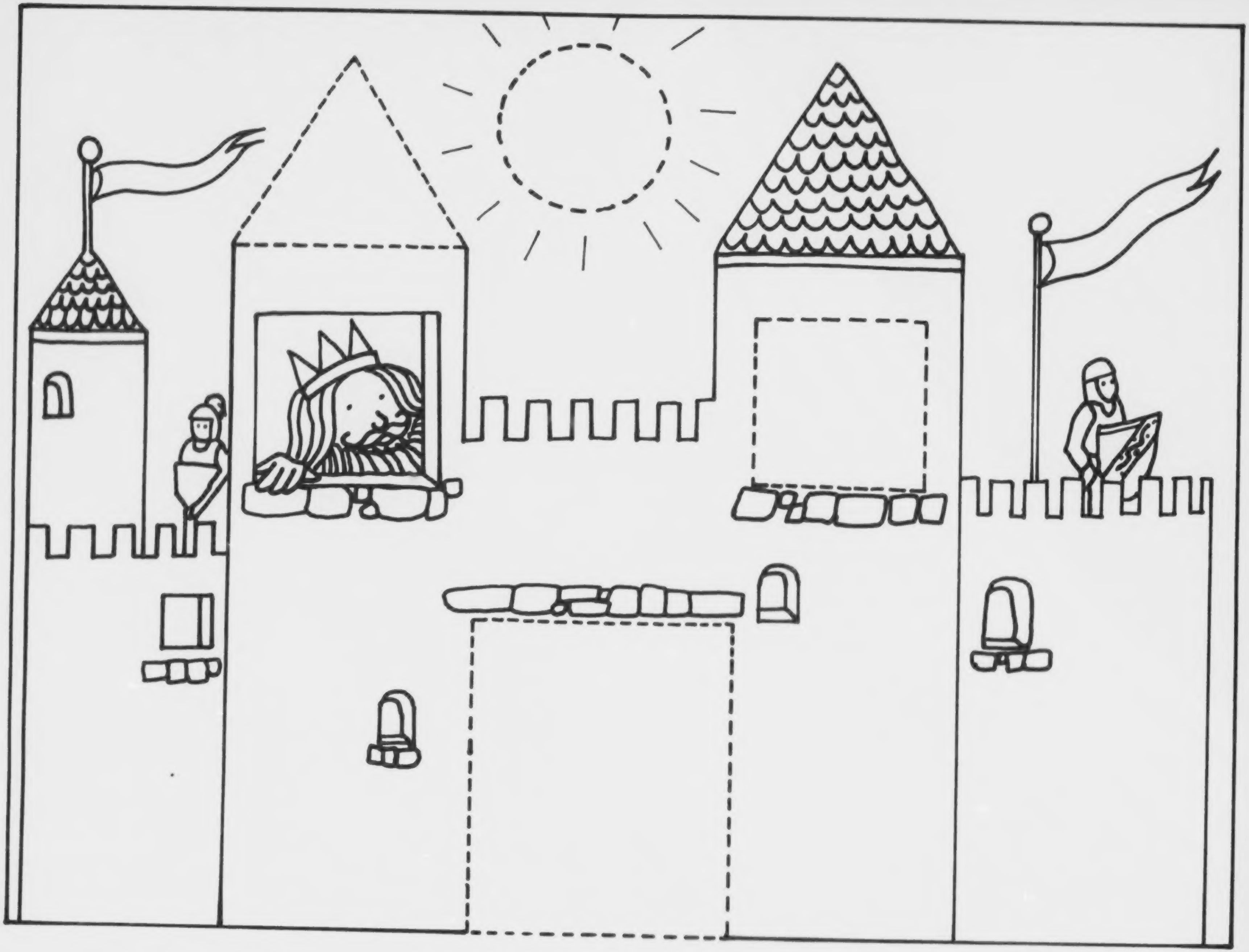

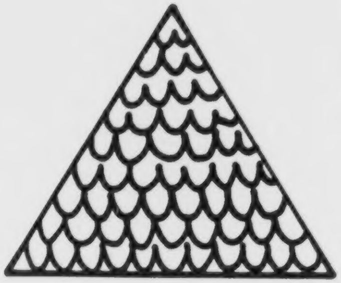

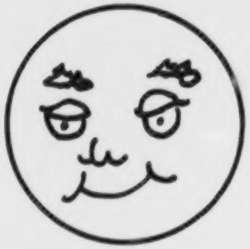

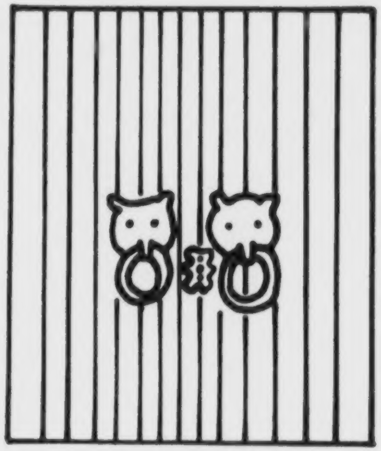

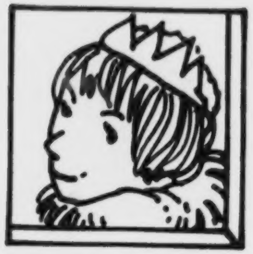

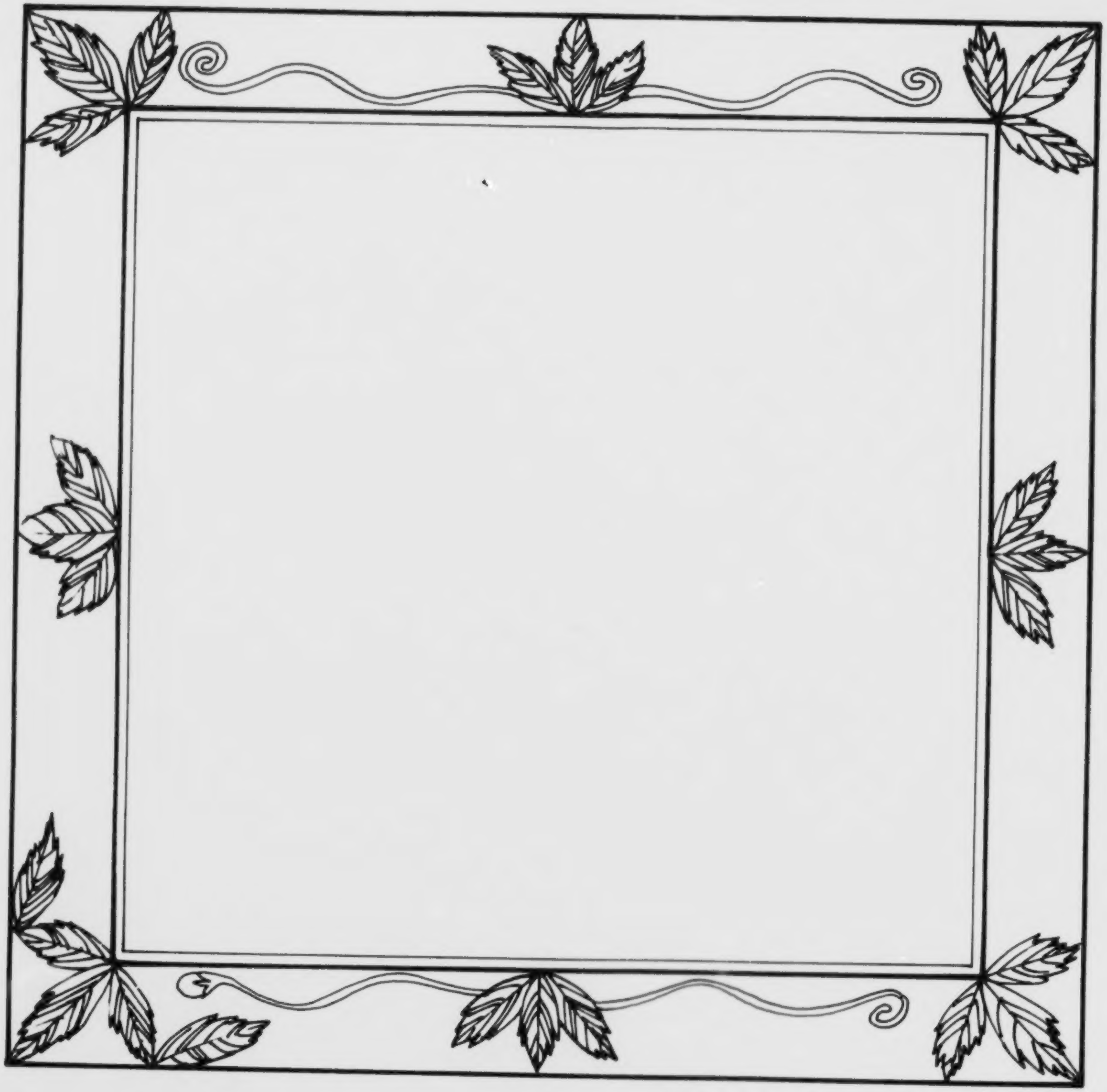

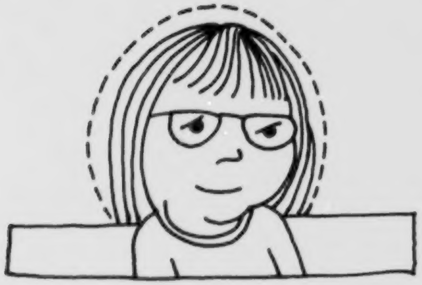

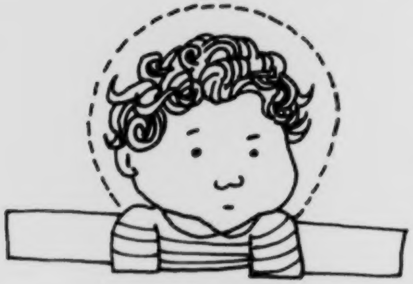

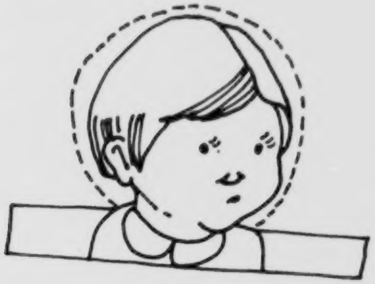

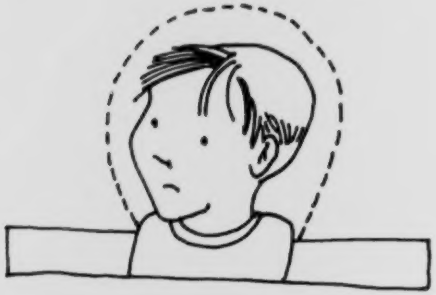

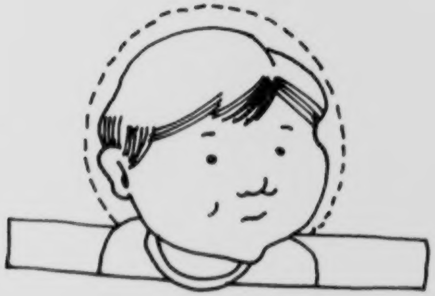

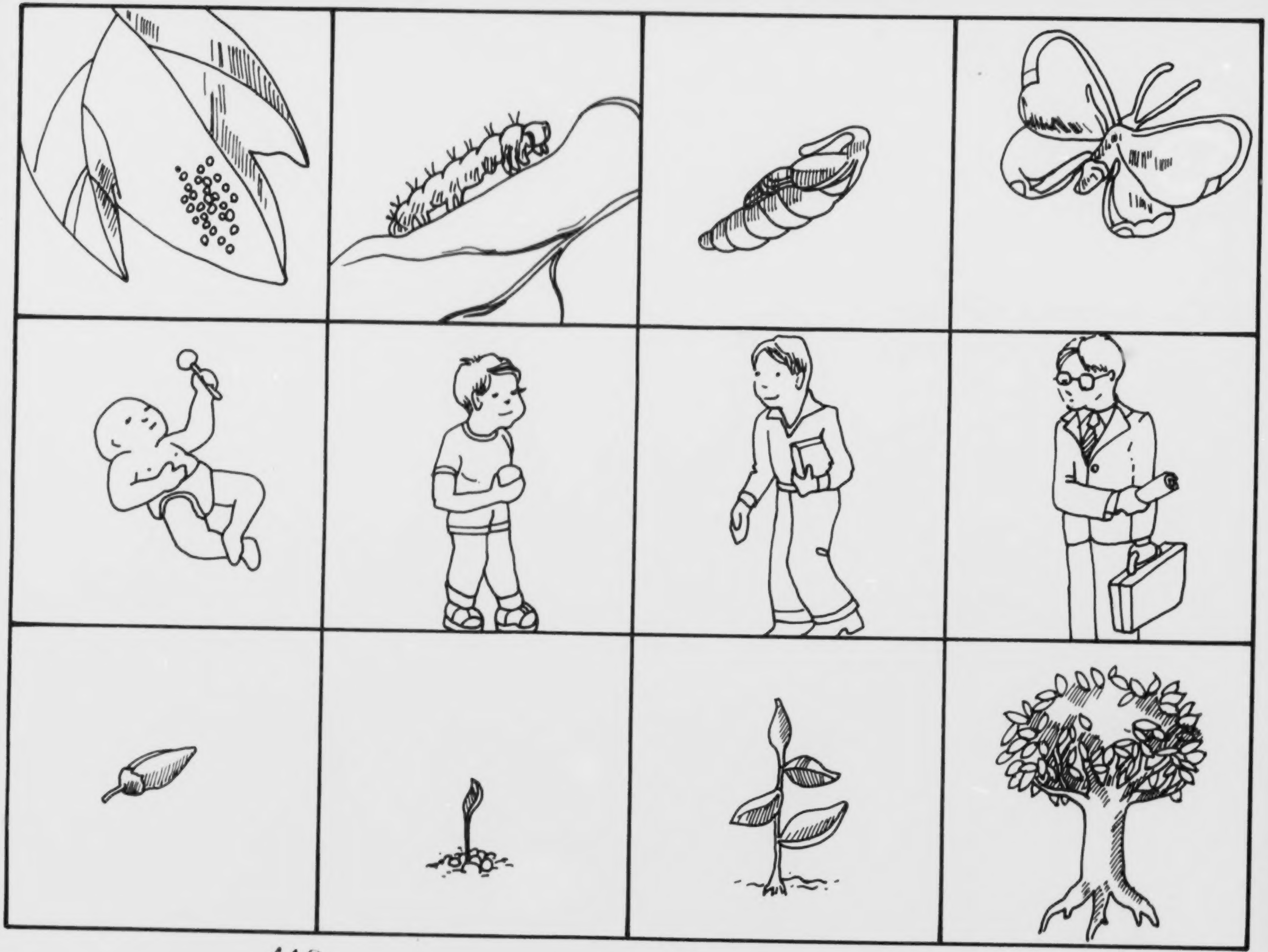

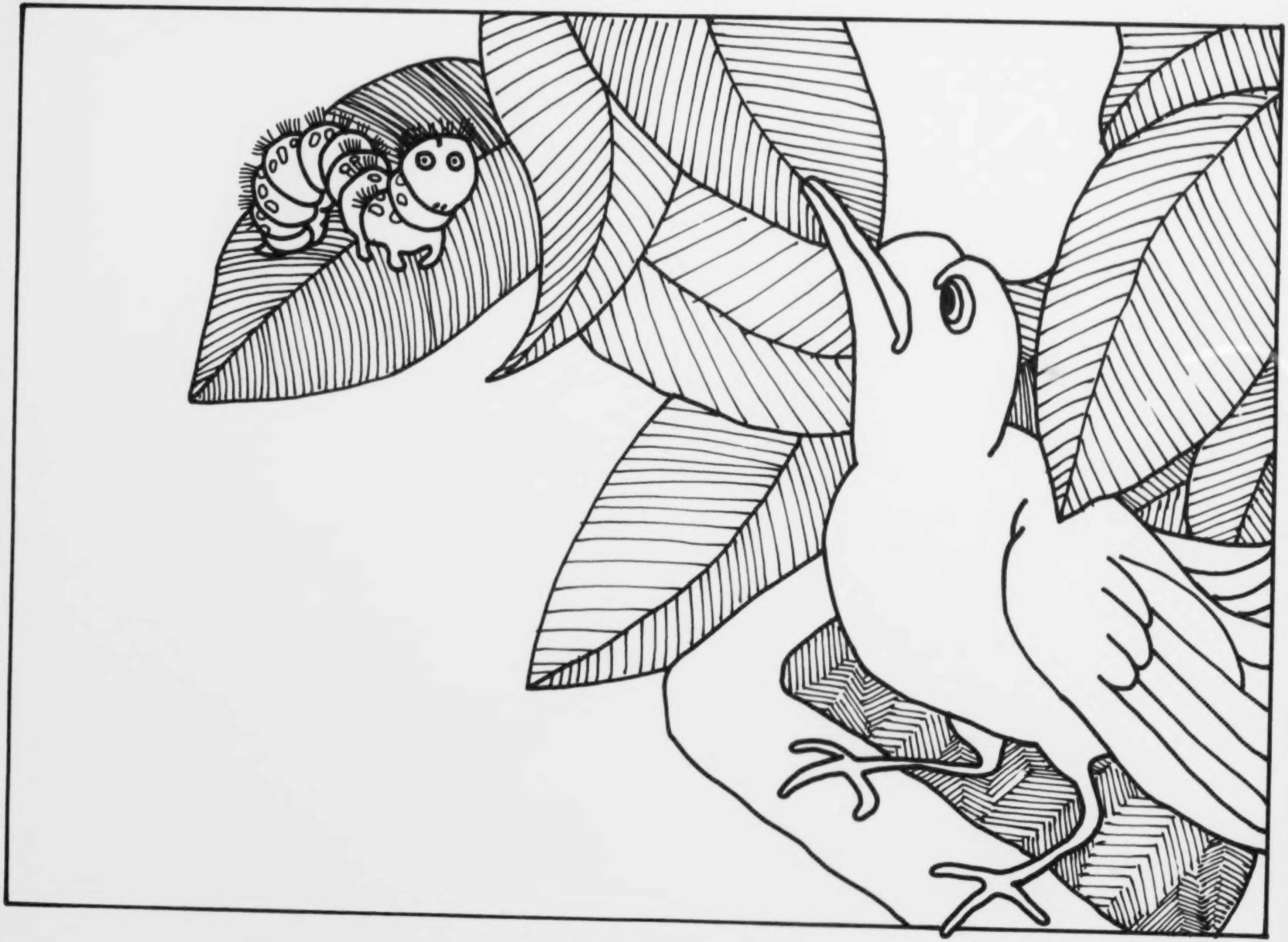

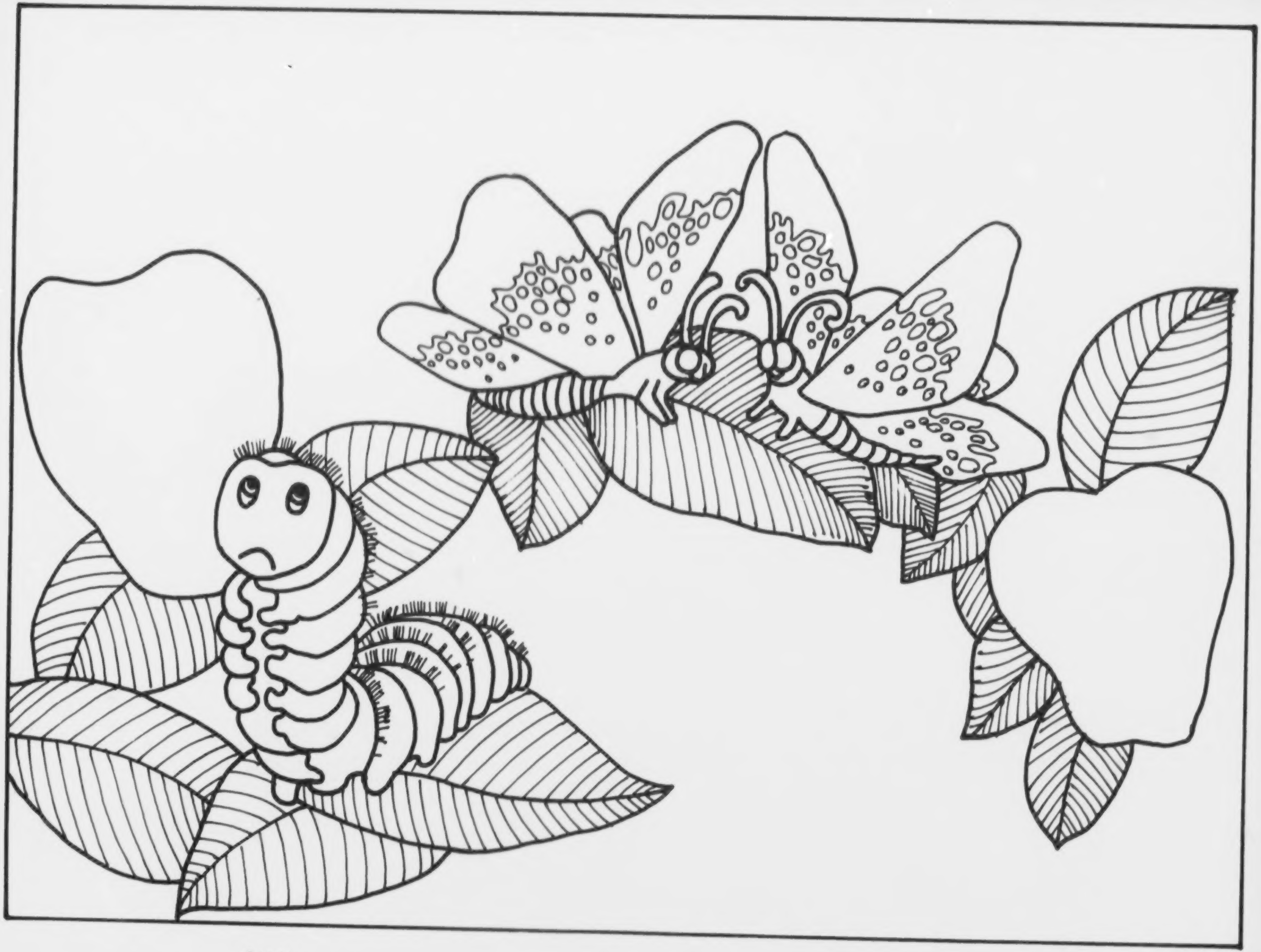

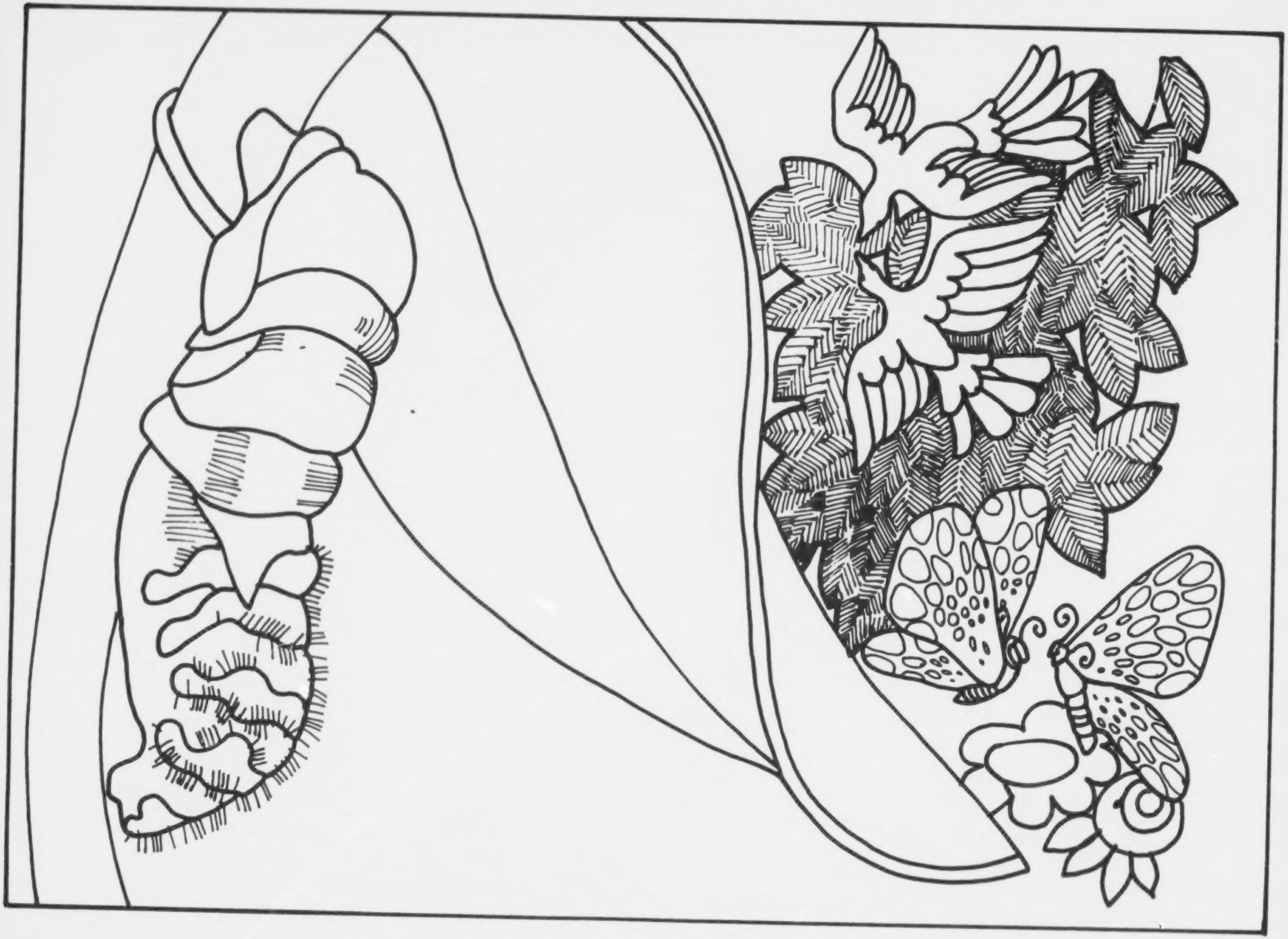

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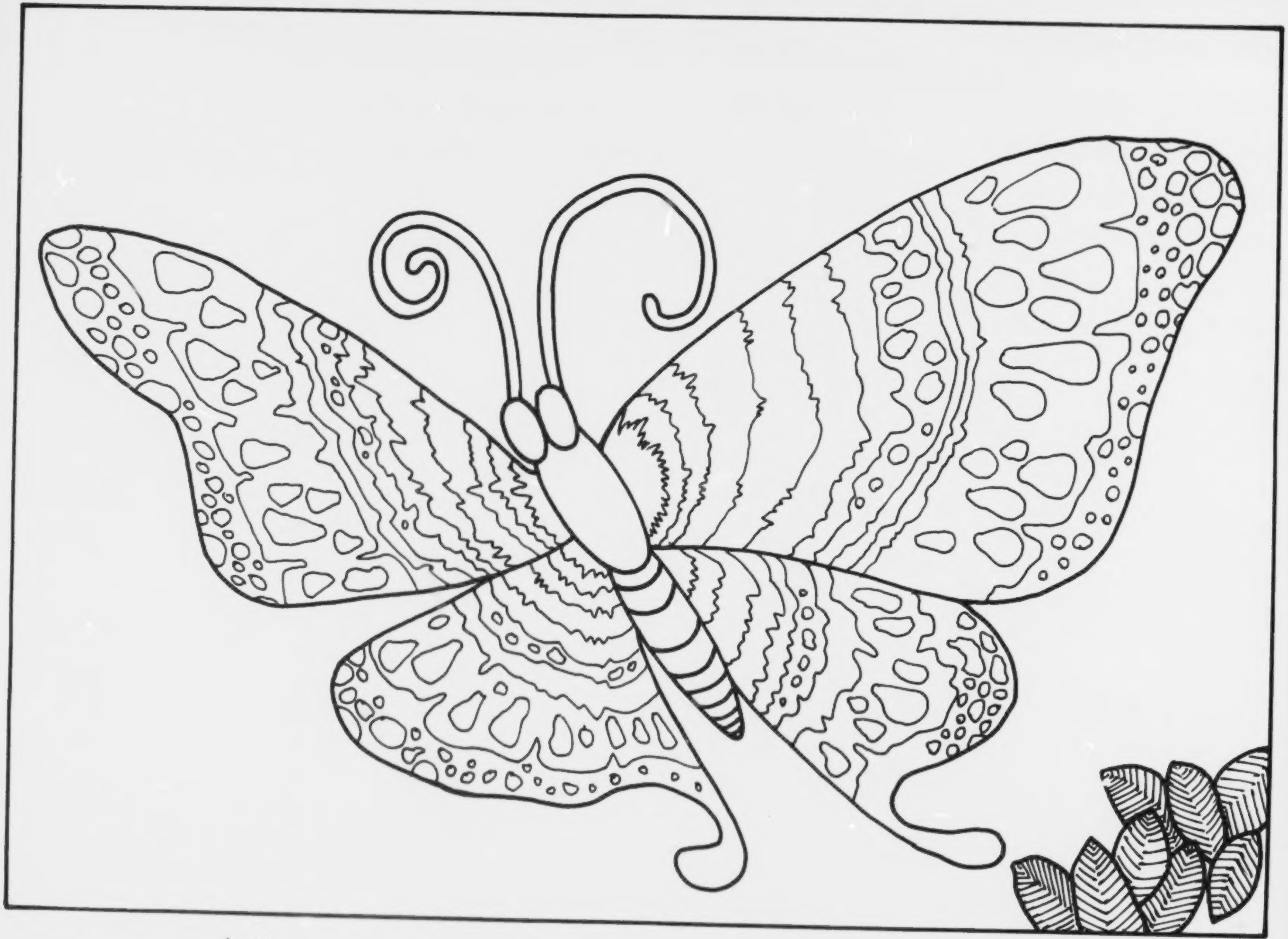
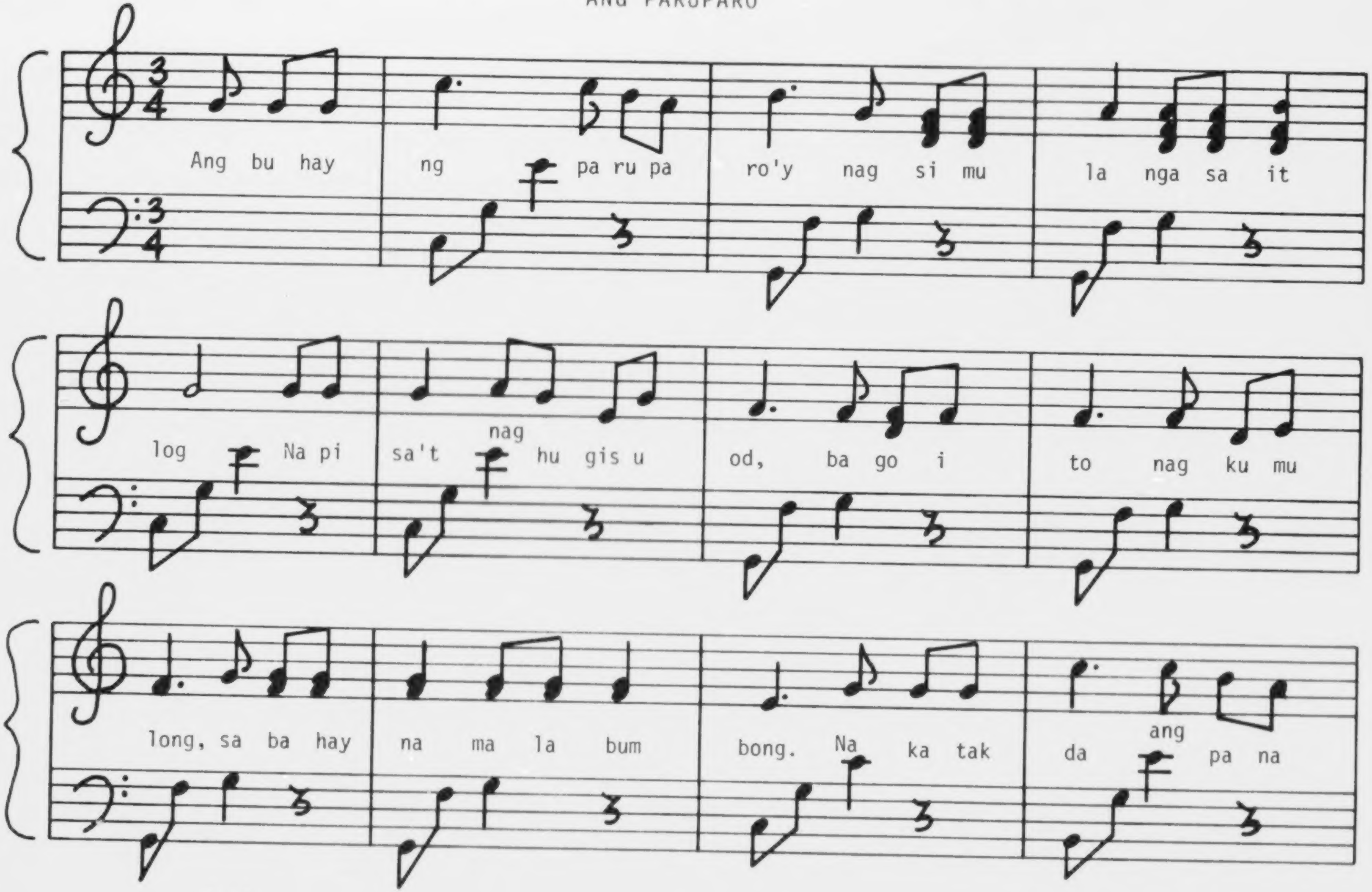
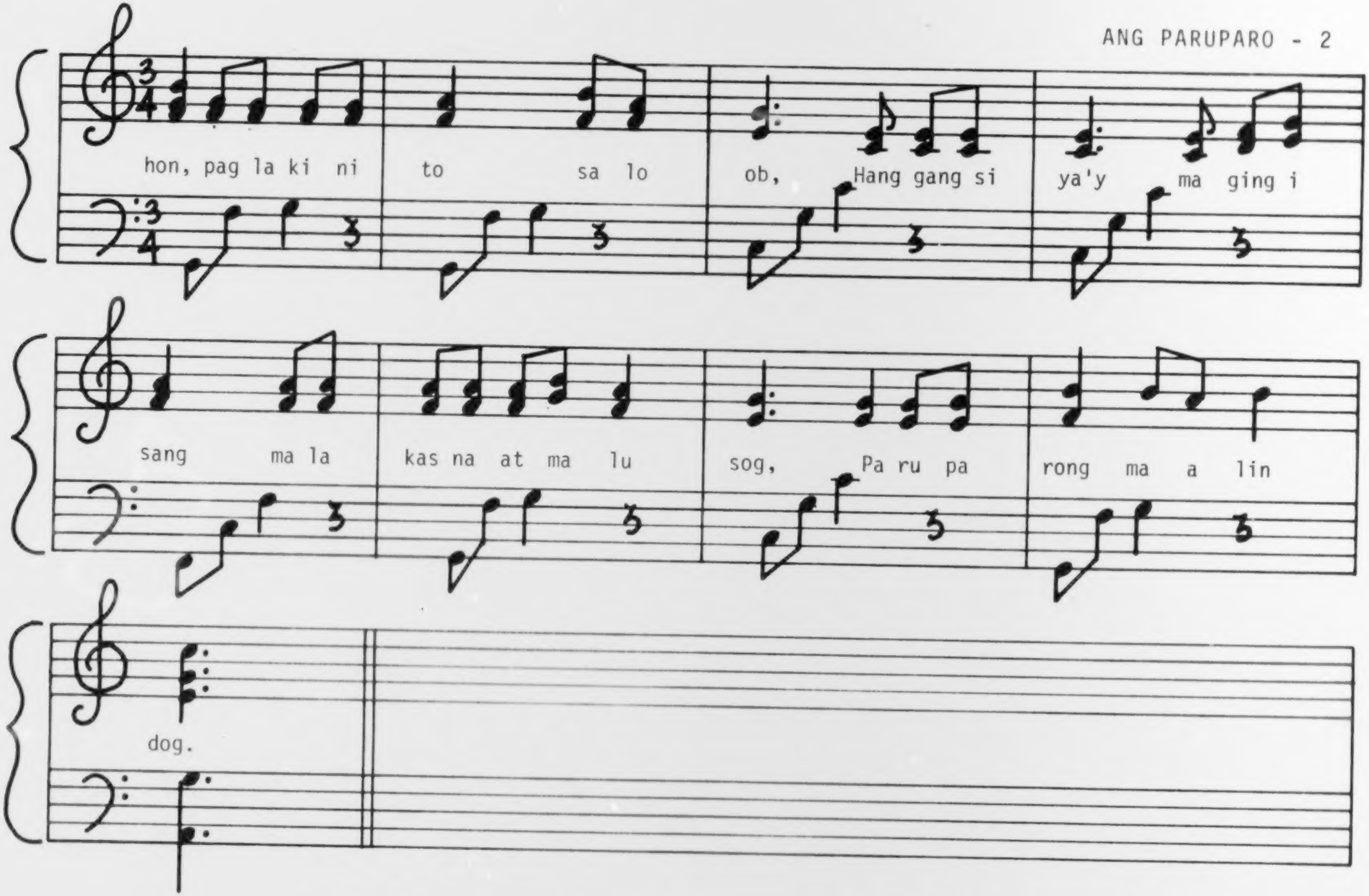
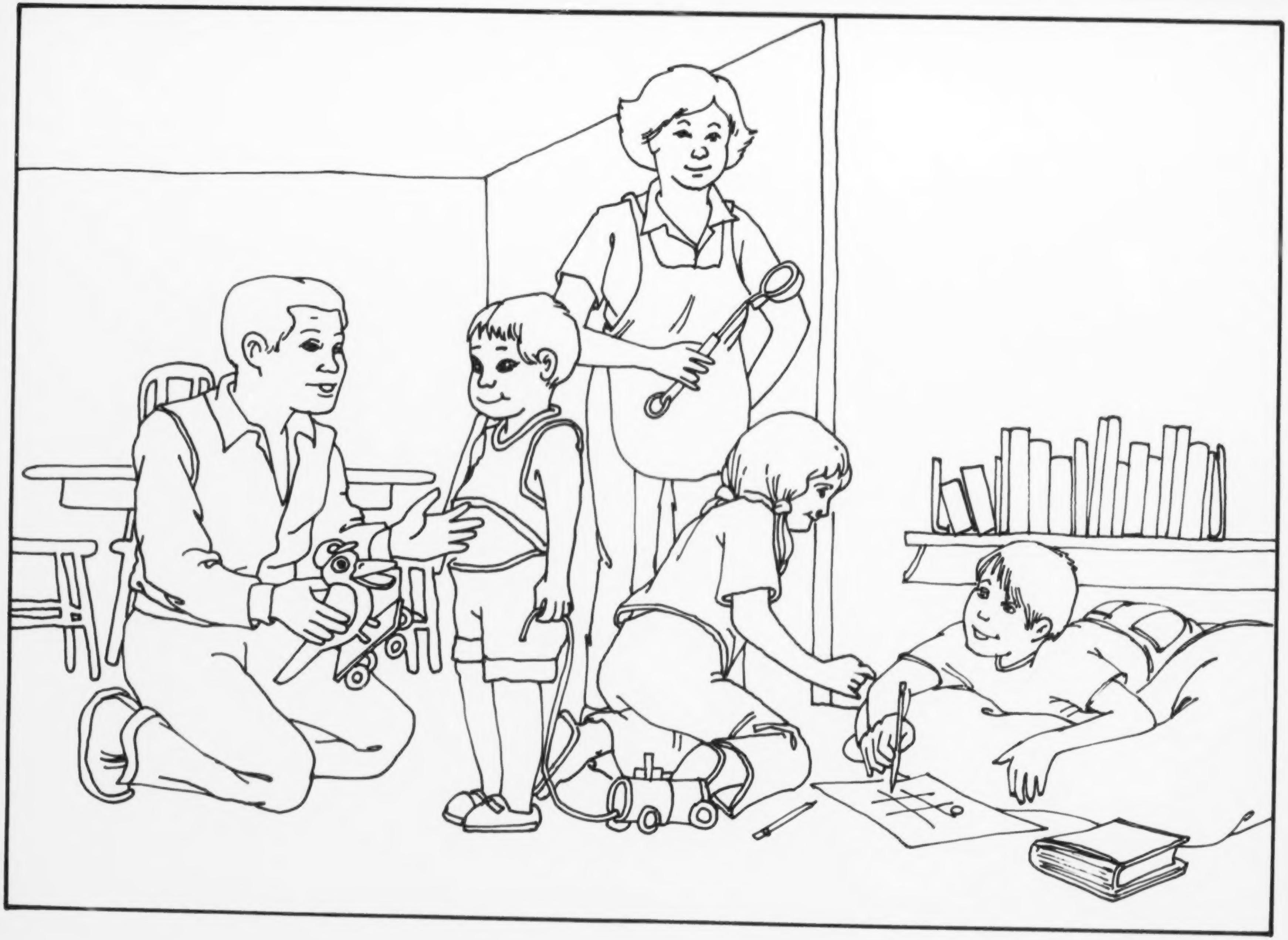


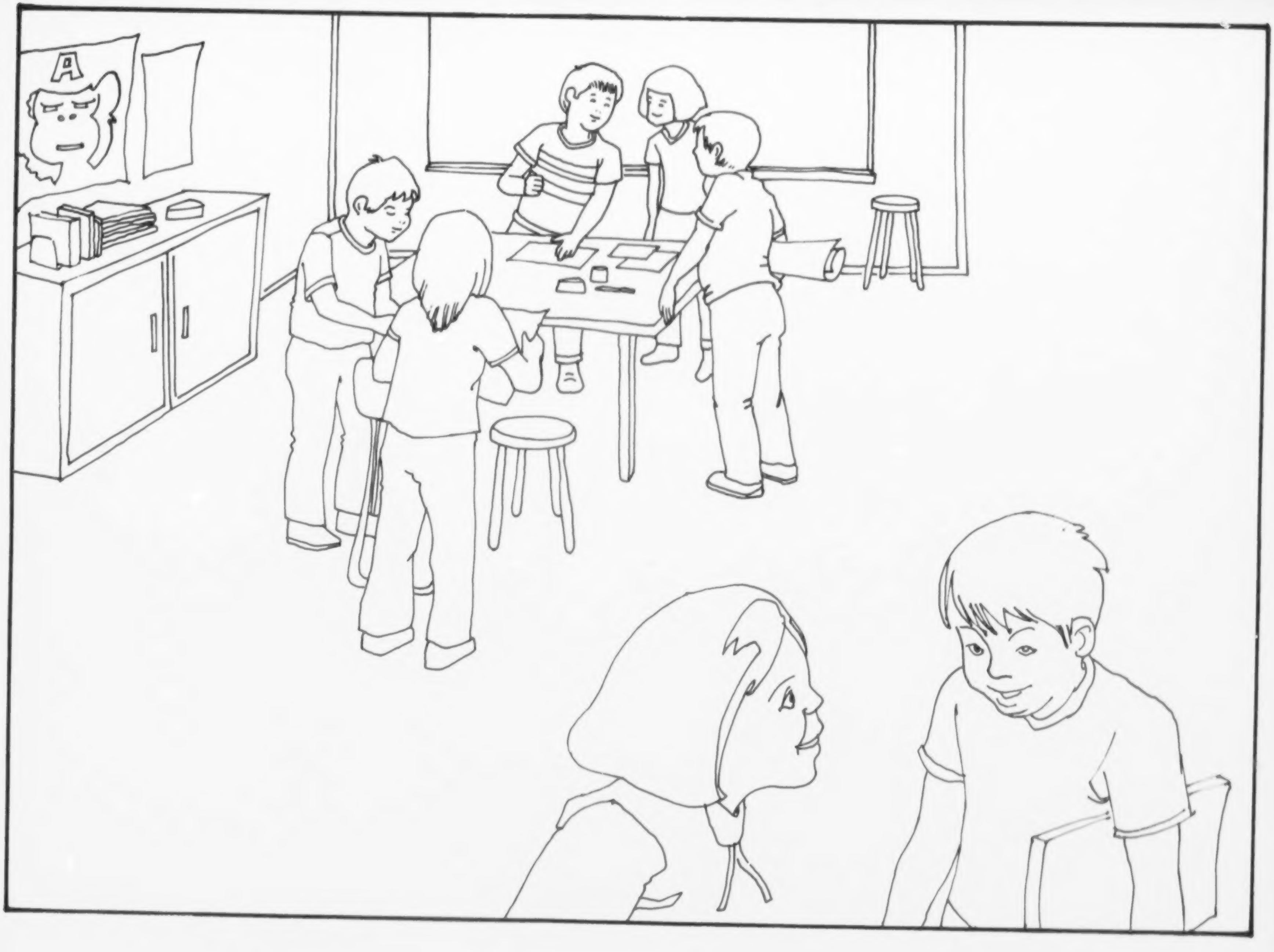
ANG PARUPARO


Ang bu hay ng pa ru pa ro'y nag si mu la nga sa it
log Na pi sa't nag hu gis u od, ba go i to nag ku mu
long, sa ba hay na ma la bum bong. Na ka tak da ang pa na


hon, pag la ki ni
to sa lo
ob, Hang gang si
ya'y ma ging i
sang ma la
kas na at ma lu
sog, Pa ru pa
rong ma a lin
dog.

TEACHER MATERIALS FOR UNIT 2: GROUPS





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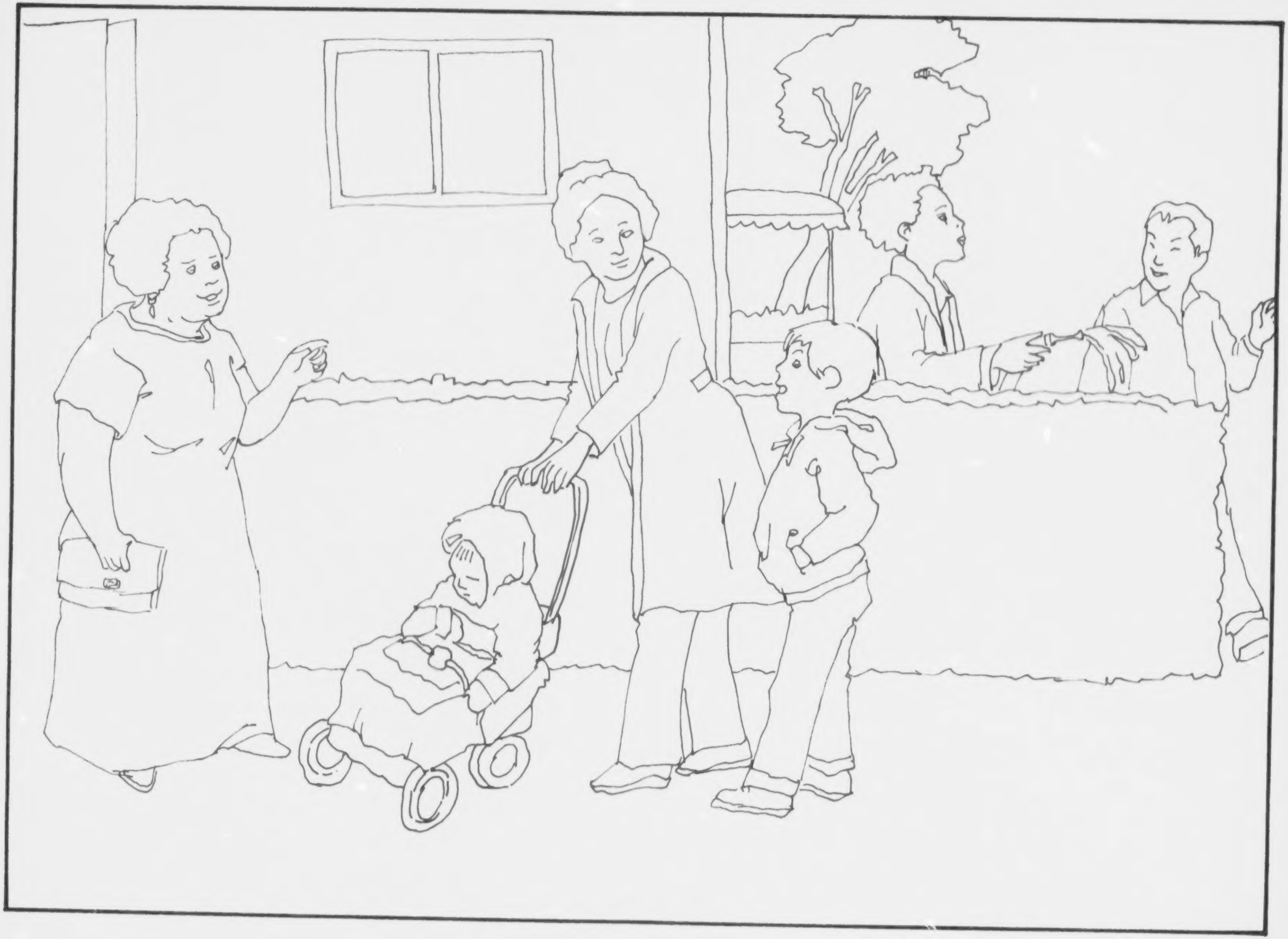

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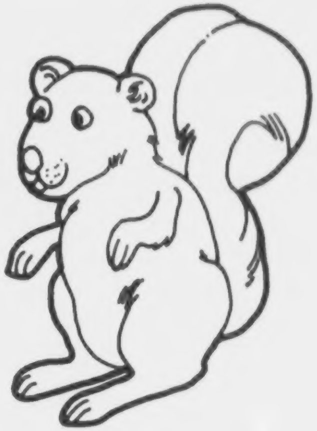

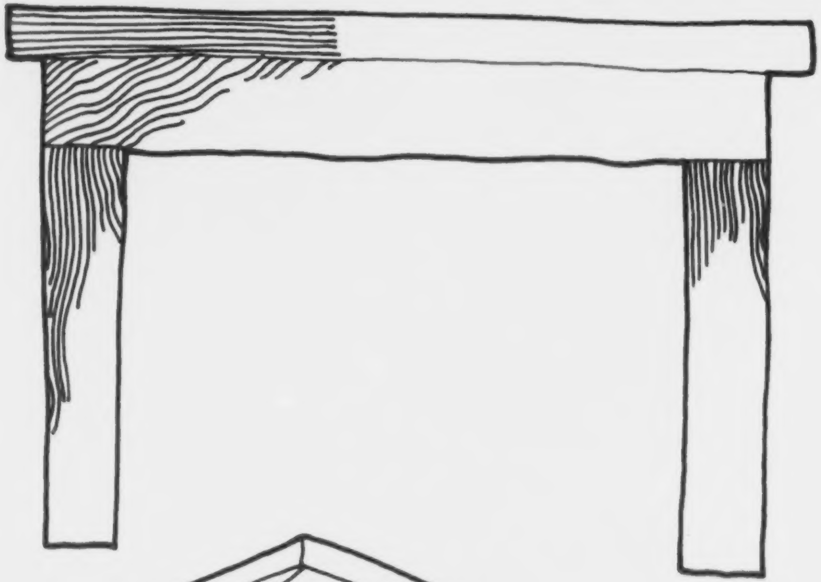

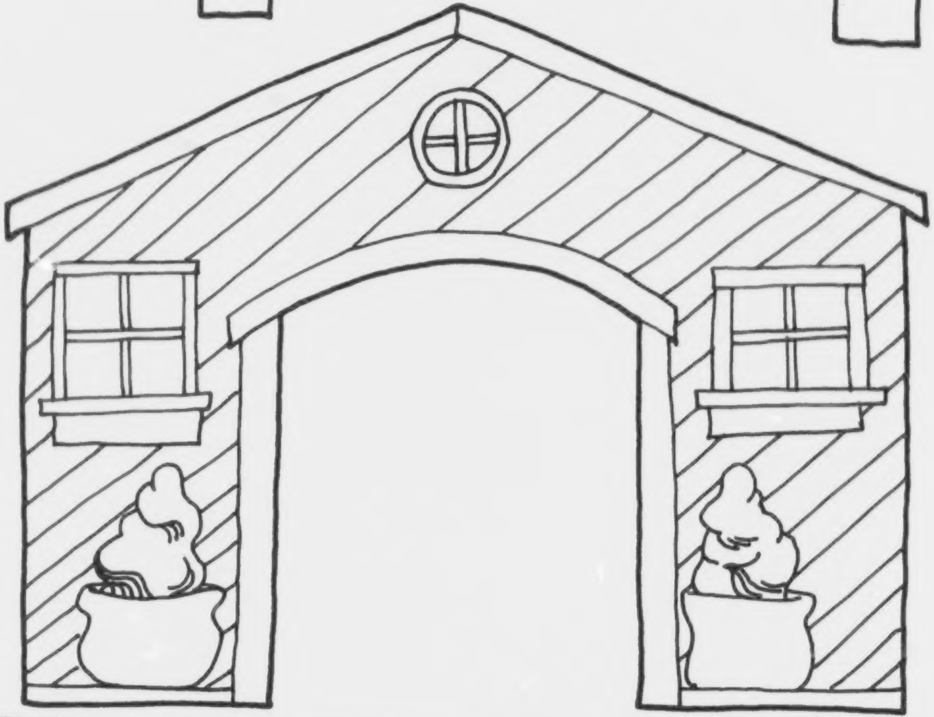

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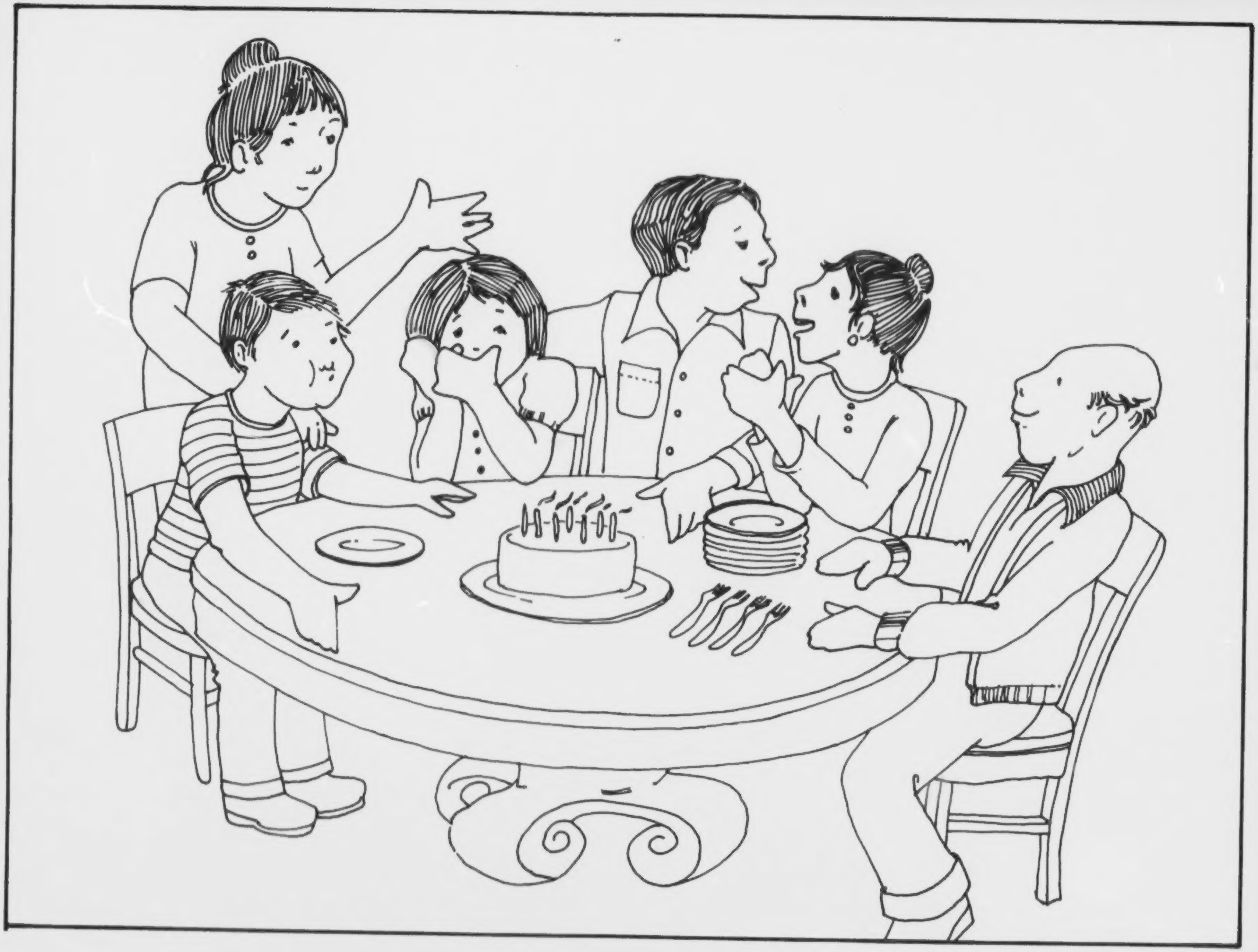

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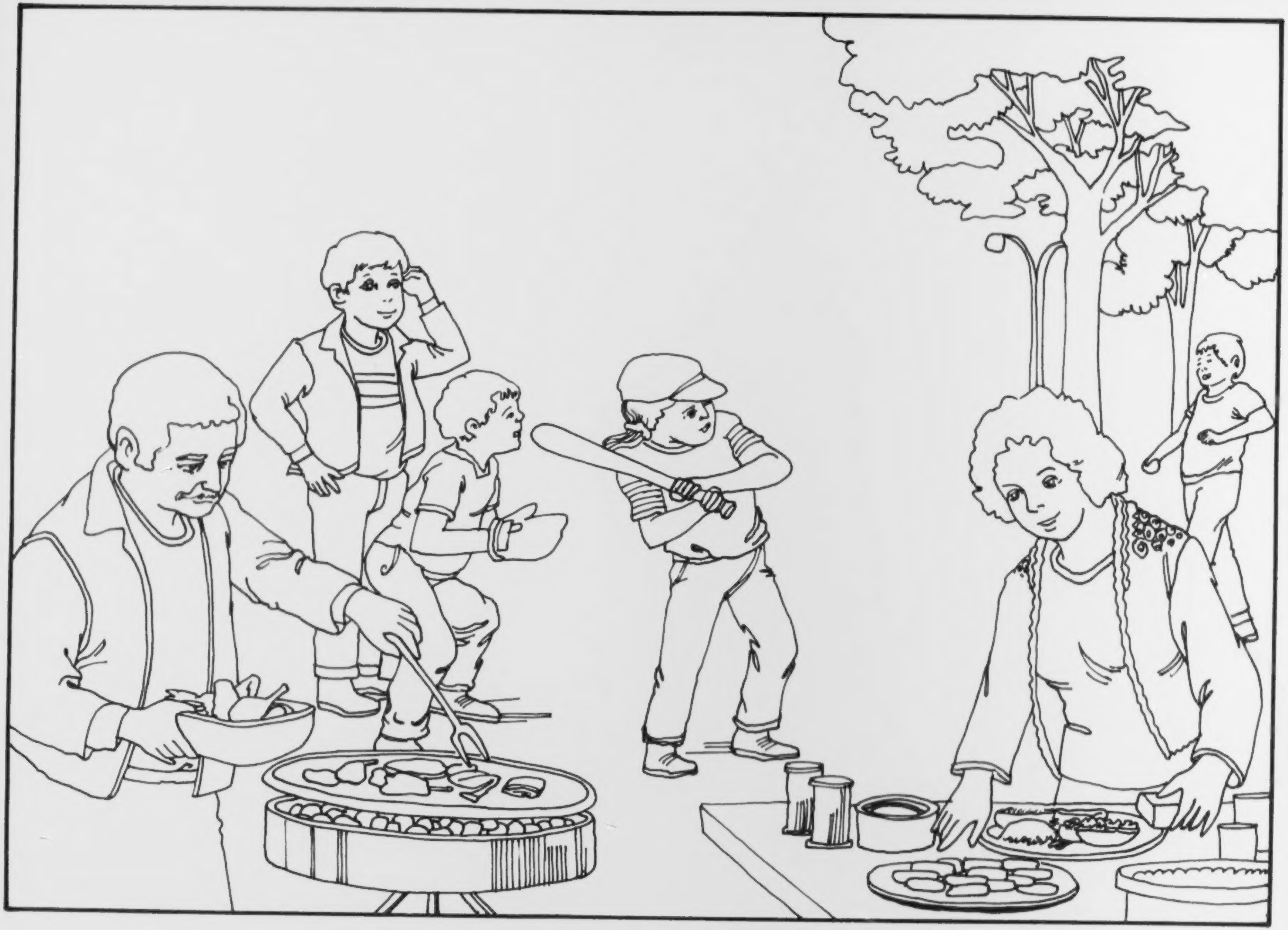

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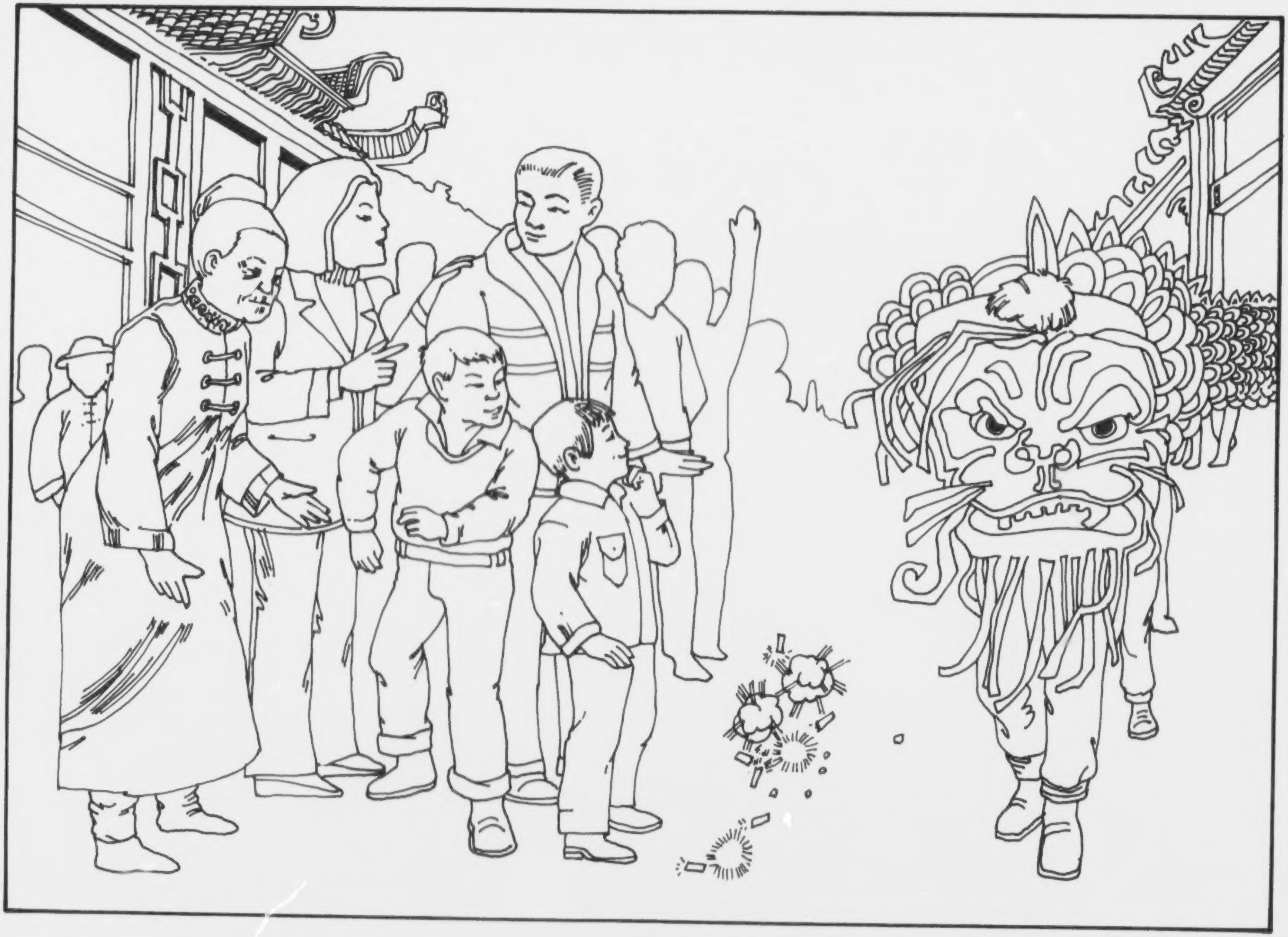

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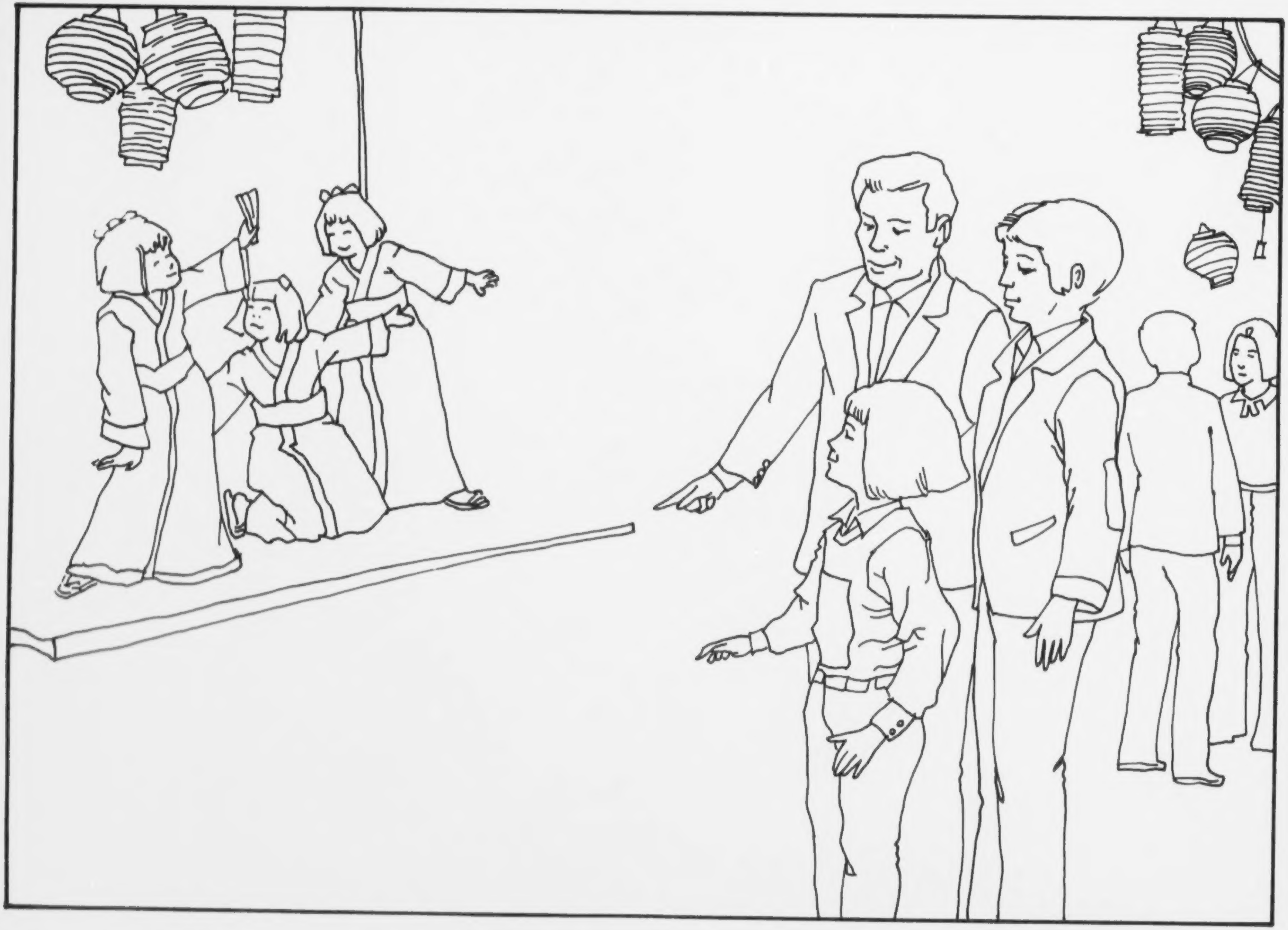

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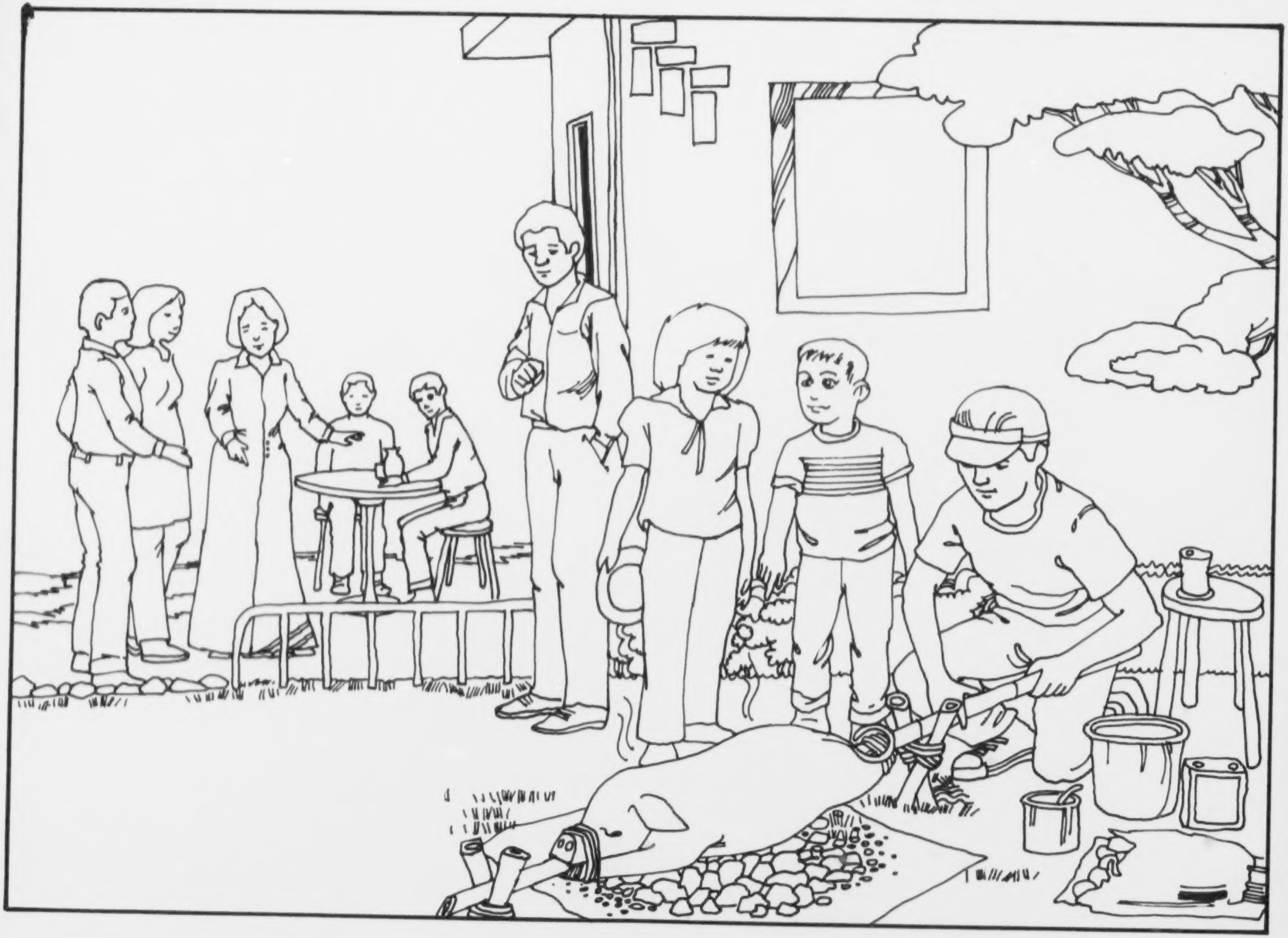

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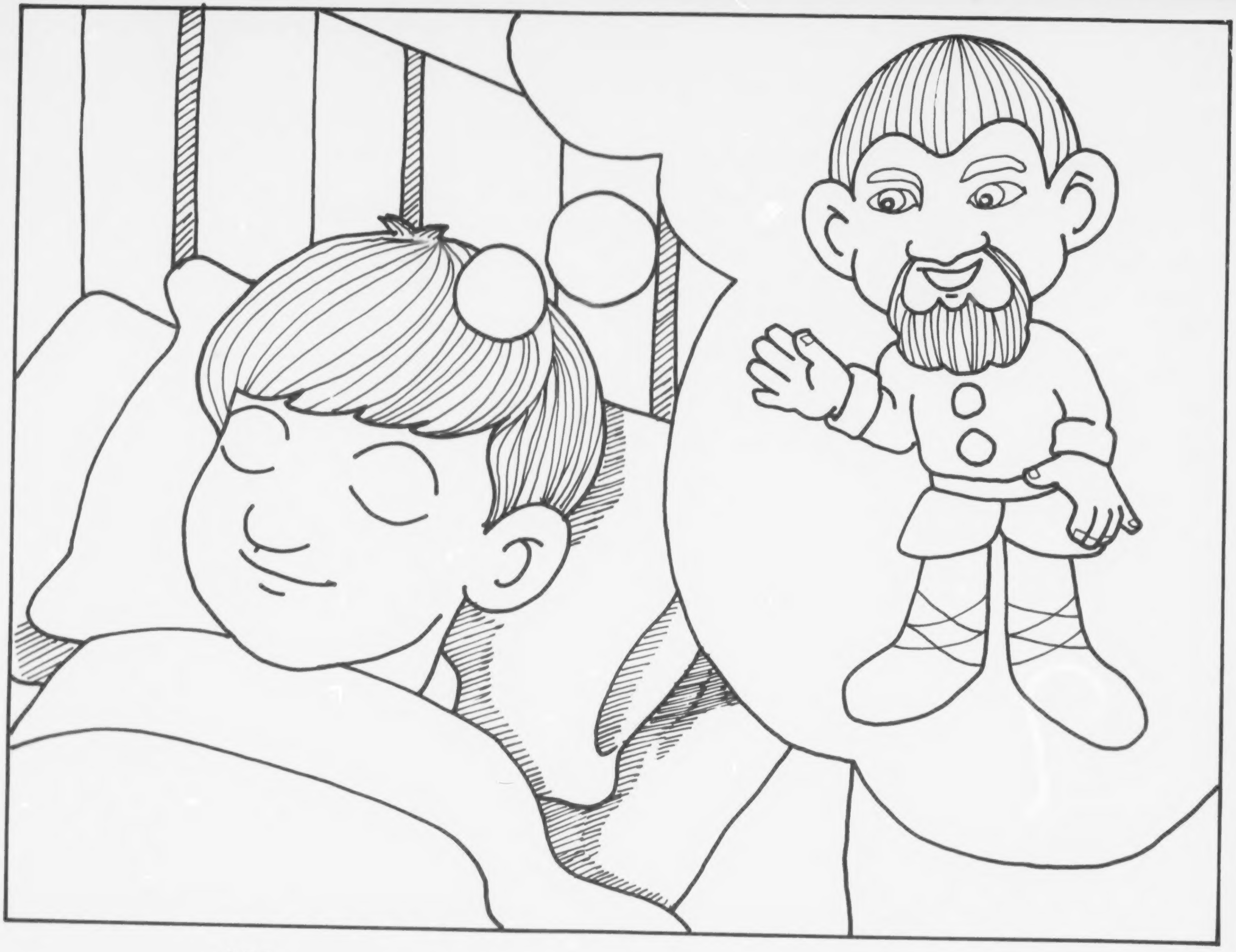

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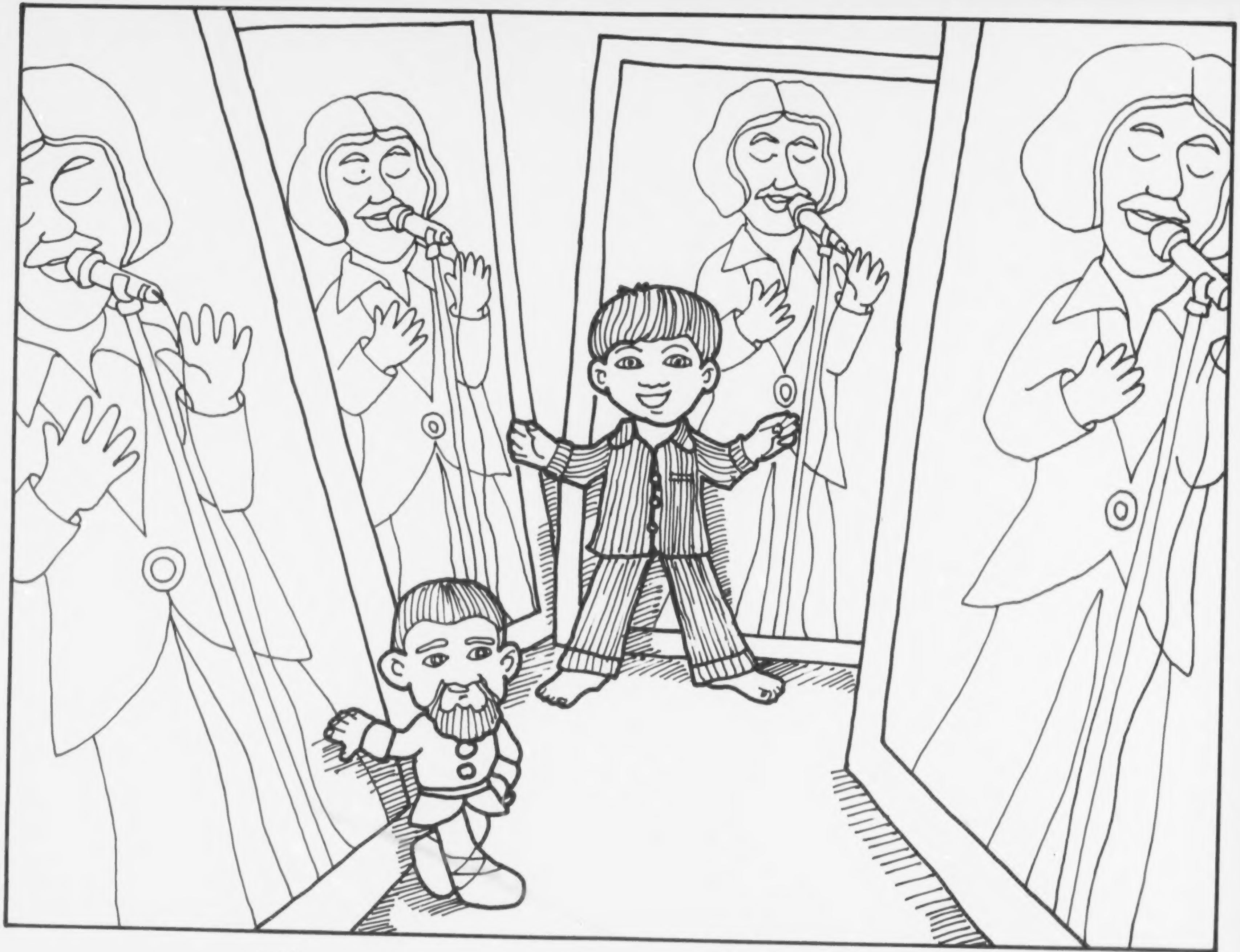

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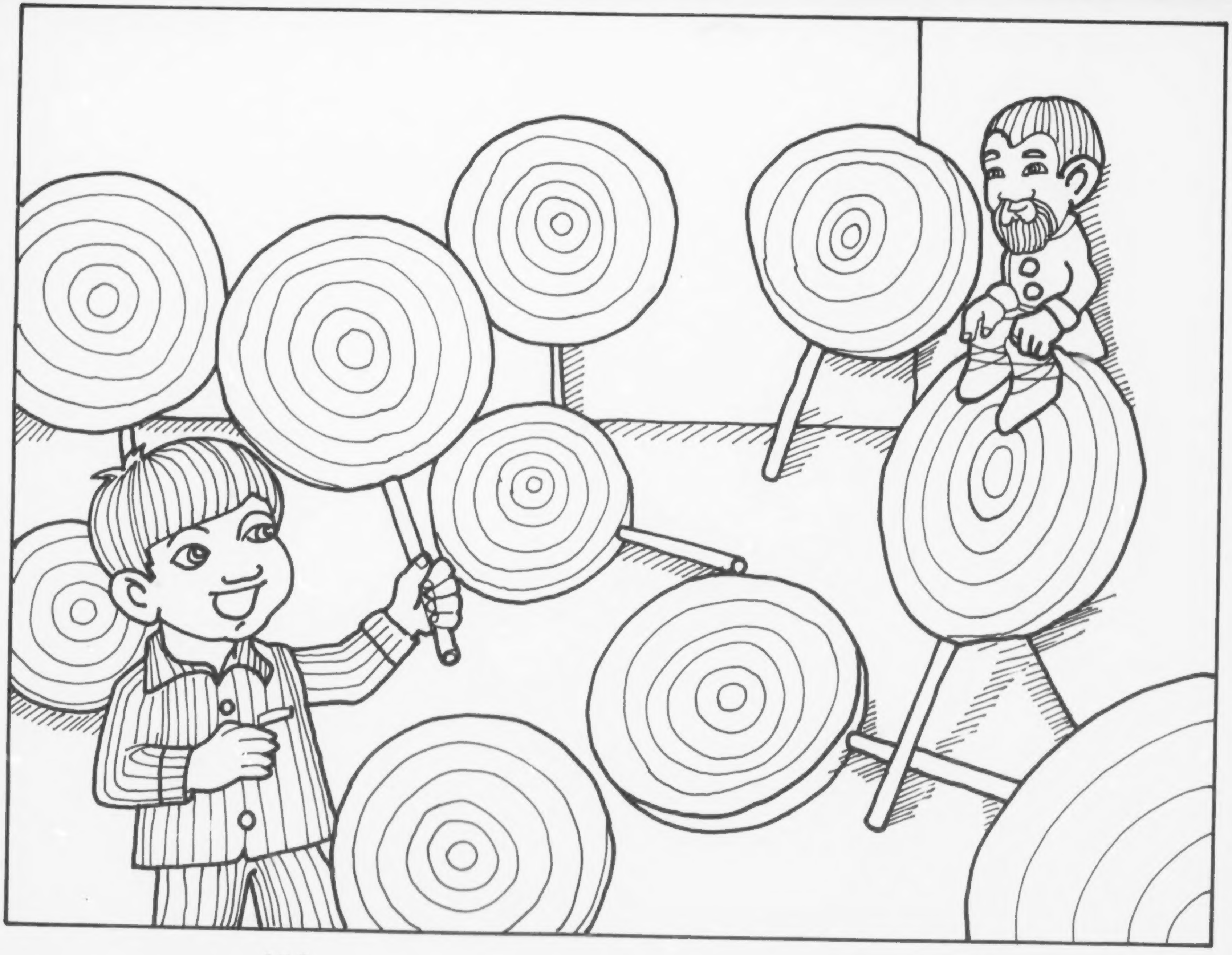

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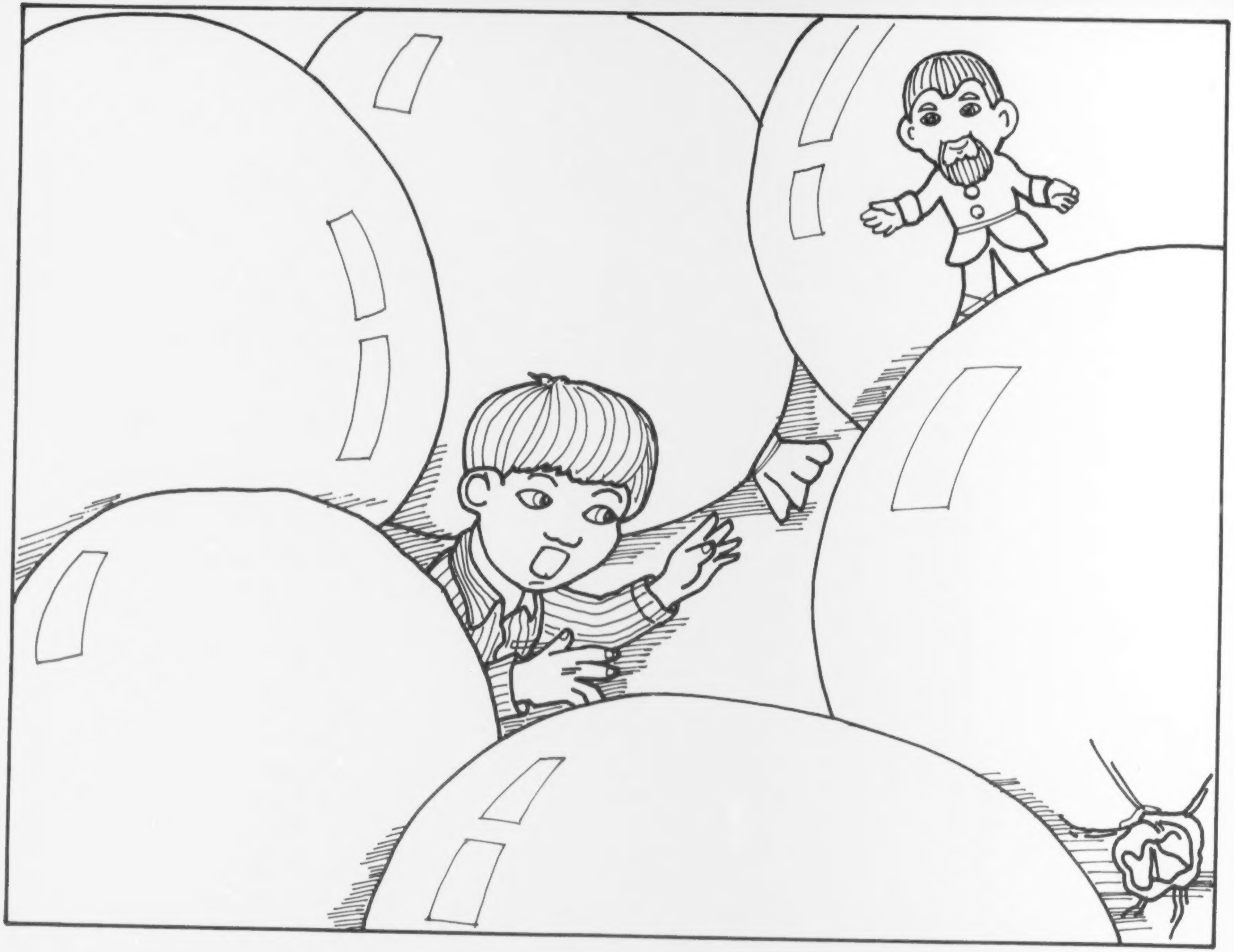

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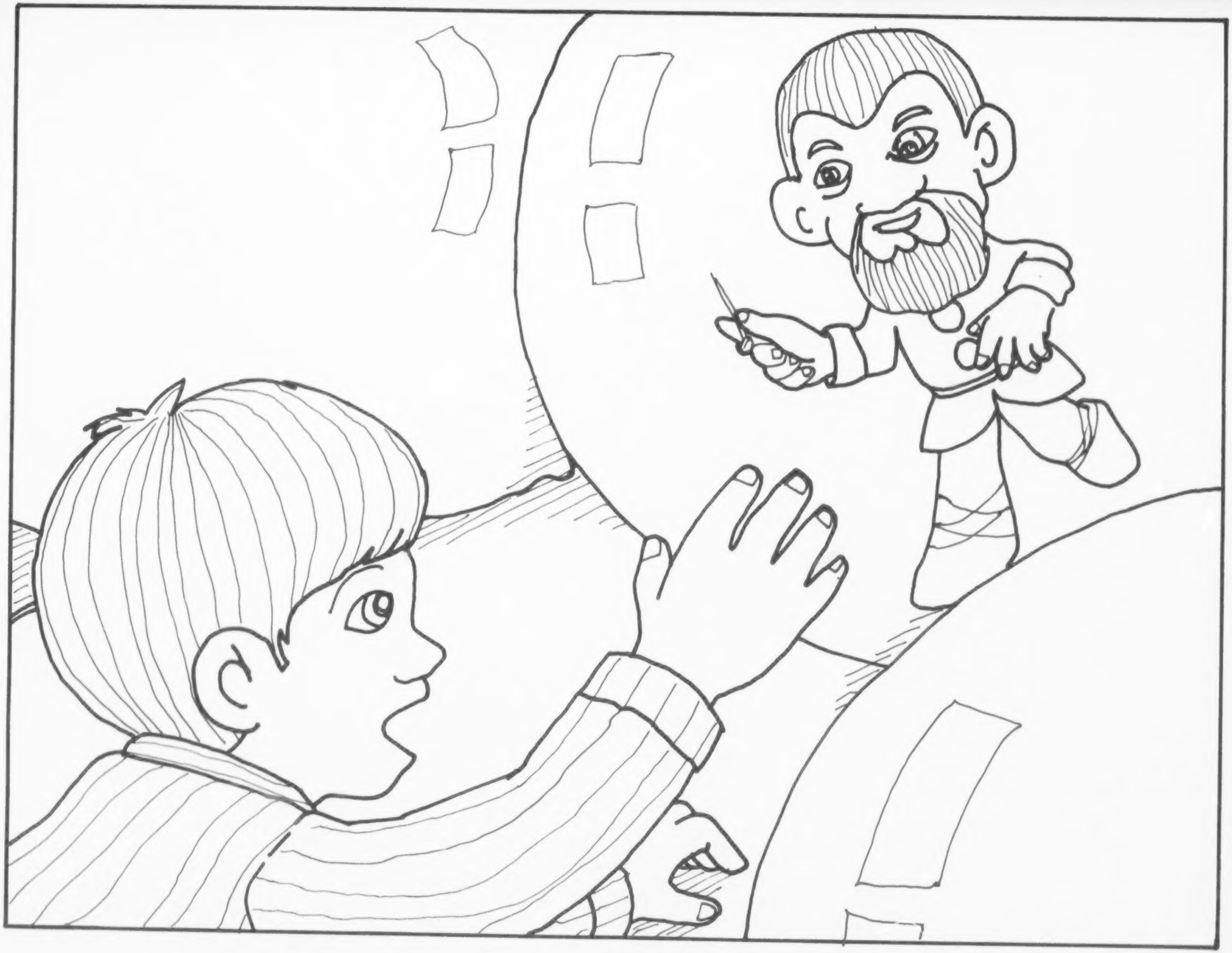

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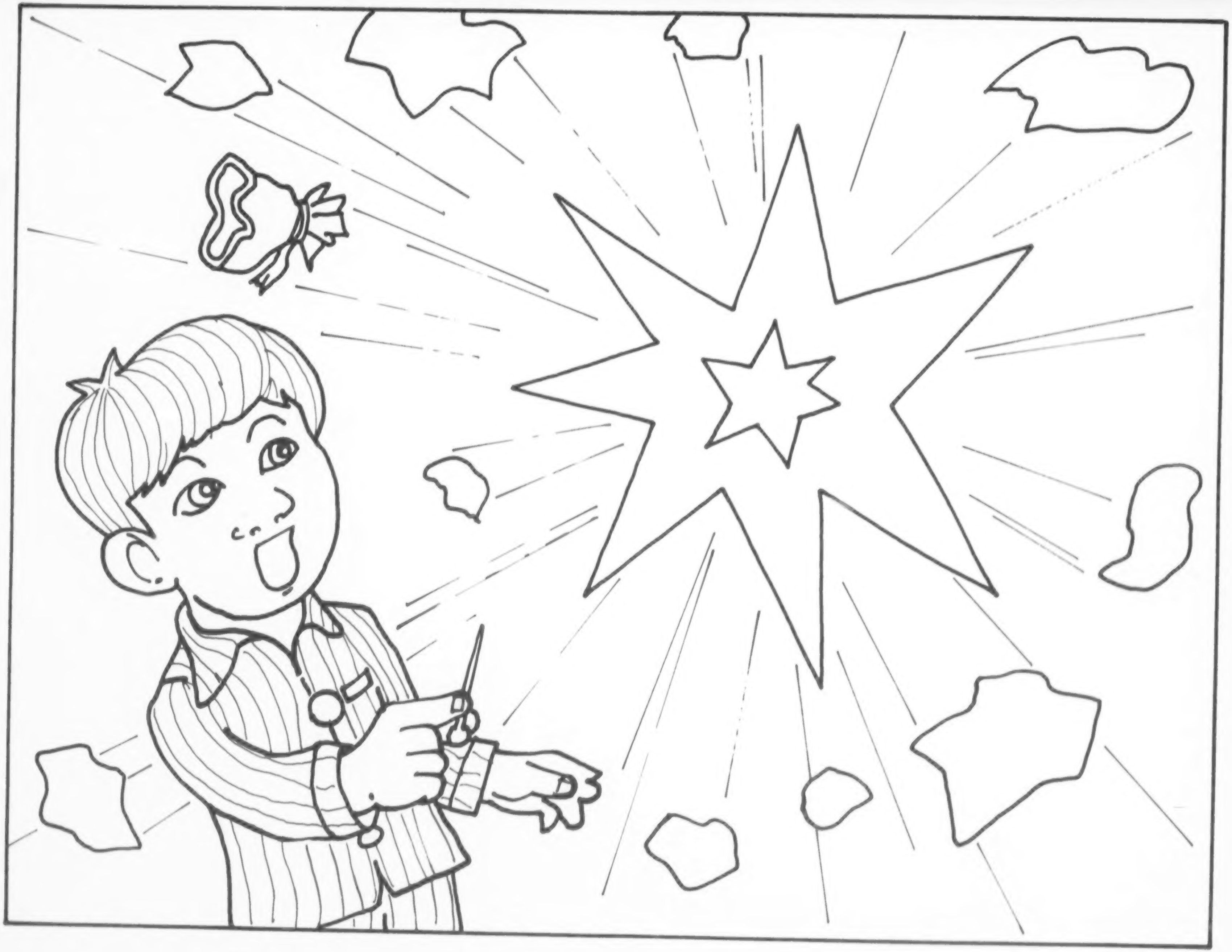

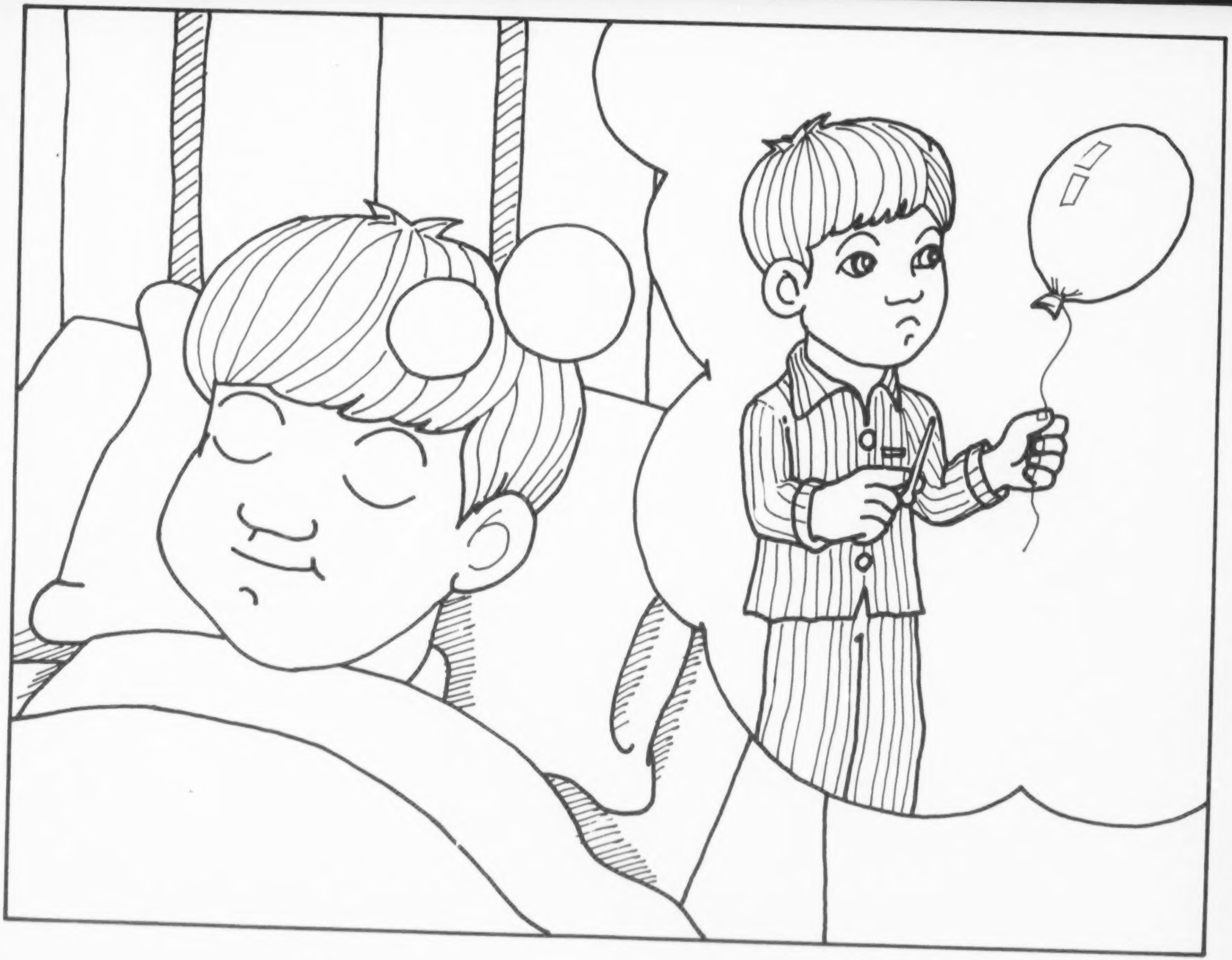

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APPENDIX

THE LANGUAGE USED IN THE DEVELOPMENT OF THE ASIAN AMERICAN BILINGUAL CENTER MATERIALS

Pilipino is still a developing language today. Because of this, a problem arises concerning the kind of Pilipino to be used in curriculum materials. In consideration of the language controversy among Filipino educators in the United States, the following is a discussion of the rationale upon which the Asian American Bilingual Center's position is based. After much research, debate and thought, the Center has chosen to use both the "maugnayin" terms which were developed by the National Science Development Board in the Philippines and the Manila "lingua franca," which is the generally used conversational Tagalog. A combination of the two is used in writing materials for teachers while the latter is used in writing materials for students.

Today, there are two trends in writing Filipino materials in the Pilipino language. The first consistently uses English-based terms which are spelled according to the Pilipino alphabet, e.g.:

- Ipinropos niya na iadap ito upang madibelop ang nasyonal aydentiti.

- Ang metod niya sa pagtuturo ay mahusay.

The second uses already developed but unused Pilipino terms and adopts newly developed ones, e.g.:

- Iminungkahi niya na gamitin ito upang malinang ang pambansang kasarinlan.

- Ang paraan niya ng pagtuturo ay mahusay.

One can clearly see that the examples for the first trend contain English-based terms spelled in Pilipino, e.g.:

ipinropos - (from proposed)
iadap - (from adopt)
nasyonal aydentiti - (from national identity)
metod - (from method)

In contrast, the second trend utilizes:

iminungkahi - (for proposed)
gamitin - (for adopt)
pambansang kasarinlan - (for national identity)
paraan - (for method)

It would not be surprising if the majority of the Filipino educators in the U.S. were to favor the first trend in writing Pilipino curriculum materials. The terms used in this brand of Pilipino seem familiar and easier to understand for the majority of us whose entire education was conducted in English.

For over fifty years now, the medium of instruction in the Philippine schools has been English. Therefore, a "tagalized English" is easier to use than what we call "deep Tagalog" or "malalim na Tagalog." The latter consists of terms used in Tagalog. Thus newly developed technical/scientific terms such as *dalubguro* for *professor, kaayusang adlaw* for *solar system,* have been looked upon with skepticism. As far as many educators are concerned, these are new "invented" terms which should not be used since they render learning difficult for children.

However, the use of terms not commonly used in Pilipino, "deep Tagalog," and the use of the newly developed "maugnayin" terms, if systematically applied, would give the Filipinos a consistent and a powerful national language within ten years. The idea is to start with what we have now, use it, and progressively develop it into an accepted national language. It is the acceptance and the popularization of the terms described above which will be the key in the full utilization of a national language not only for conversational purposes but also for the written expression of intellectual and creative thinking. It is the attitude of the people which is principal in the determination to establish a firm, consistent, and dynamic national language in the future.

Furthermore, the link between natural language development and the socio-historical development of a country should be recognized. The Philippines has gone through more than fifty years of U.S. colonization. Its social and political development have been principally U.S.-oriented. The entire Philippine educational system has been patterned after the American educational system. Our medium of instruction in schools has been in English and the Tagalog-based Pilipino has only recently been introduced as a subject in schools as a result of the adoption of a national language in 1935. To compound the problem, almost all regions in the Philippines have different dialects (87 in total). Thus, a child learned the different subjects in

English, learned the Tagalog-based Pilipino as a separate subject, and spoke his own dialect while at play or at home. A desire to develop a national language was not instilled in the students at all. To have a common language for Filipinos was not an important issue inasmuch as English was used in schools. Furthermore, English dictated occupational/social motivations for new Filipino graduates. Because English was used in business, politics and education, the desire to learn English and master it, including an American accent, became the desire of all children in schools. The introduction of teaching the vernacular in the 1st and 2nd grade levels in 1957 did not dramatically change this situation.

What is unfortunate in this situation is that in the Philippines today, there is a small group of people who can read and speak fairly comprehensible English and a great majority that expresses itself in this language with difficulty. At the same time, both of these groups cannot articulate well in their native tongues because of the neglect of, if not the deliberate attempts to prevent the growth of, our native dialects. As a result, English has become a status symbol while the native tongues lack status. English has also created a barrier between the elite who have economic and political power and the best education (which in the Philippine context means "Western Education") and the masses of Filipino people whose education is still limited. (Note: Illiteracy in the Philippines in the 1960's was still 20%.)

It is within this context that most educators in the U.S. are more open to the "tagalized English" or English-based Tagalog terms spelled in Pilipino. It is felt that learning new Pilipino terms will serve as an impediment to both the teaching and learning of Filipino children in America. Yet, as educators, we have a responsibility to recognize the recent developments in the Philippines. Now, after decades of an anomalous situation, efforts are being made to rectify the language situation in the Philippines. By 1980, it is projected the Pilipino will be widely used as the medium of instruction, though not in all subjects. It will take some time before the two languages, Pilipino and English, will assume equal status in Philippine society. The use of Pilipino as the medium of instruction in subjects like music and social studies is merely the first step. The time will come when Pilipino will be used equally in the so-called "technical subjects" such as math and science.

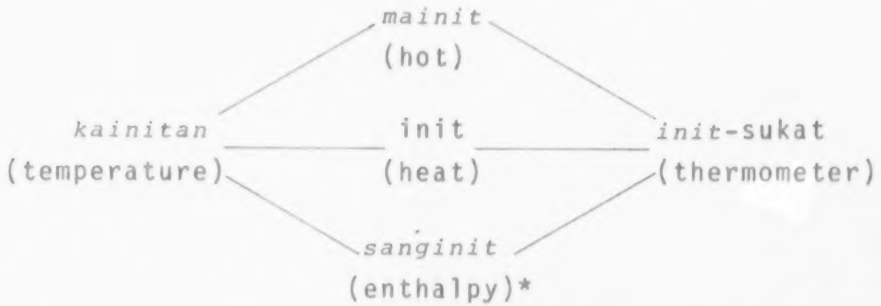
While it is not the task of Filipino educators in the U.S. to spearhead this change (which will necessarily be launched by the Filipino people in the Philippines themselves), for those of us who are developers and teachers of Filipino bilingual programs, we should welcome this eventuality and prepare for it by popularizing a more positive attitude about the usage of the "unused" Pilipino and newly developed "maugnayin" terms. Furthermore, our programs will always be dominated by immigrant

Filipino children and we should see to it that we are developing materials that are consistent with their language development. We should be more flexible and not allow our language to remain static. In particular, for those of us who are products of the old educational system in the Philippines, we must start from the perspective that our illiteracy in our own language is a handicap and not an advantage as we often think it to be. Teachers are not merely facilitators of learning, but should be tools for change and leaders in education. In the following pages, is an explanation of how maugnayin terms are developed. In this method, interconnections and interrelatedness are utilized; therefore, the association of ideas increases, thereby accelerating, not deterring, the learning process.

What is the "Maugnayin" Terminology?

The "maugnayin" terminology consists of the scientific and technical terms developed in the Philippines by the UNESCO-initiated Lupon sa Agham (Committee on Science) using the "maugnayin" approach. The maugnayin approach is a way of developing scientific and technical terms that would be consistently interrelated. The term "maugnayin" comes from the Tagalog root-word "ugnay," meaning connection or relation. With the prefix-suffix pattern ma-. . .-in (which has cognates in Visayan and the other dialects), the resulting term denotes "consistency and interrelatedness."

Let us consider the following English words: *heat, hot, temperature, thermometer* and *enthalpy*. These words are all related in concept. Yet when these words are first presented to students, they have to know the meaning of each word. However, if the Pilipino counterparts were used, the students could then see their consistent-interrelatedness.



*enthalpy - Gk, thalpein - to heat = sum of the internal energy of a body and the product of its volume multiplied by the pressure.

Among elementary school children, learning science concepts is achieved fastest when a "maugnayin" language is used as the teaching medium. The interconnections among "maugnayin" terminology increase the association of ideas, thereby accelerating the learning process. On the other hand, tentative results of experiments conducted by the Araneta University indicate that learning is retarded by using a "di-maugnayin" language medium, especially when used with children not born into the language. Many of us overlook this fact because we think about the learning process in terms of ourselves who already possess working knowledge of the English language.

The high degree of consistency of the Japanese language is the biggest single factor behind Japan's phenomenal progress in science and technology. In general, Japanese elementary school graduates know more science than their American or English counterparts. Look at the following terms: denki = electricity; the base is *den;* wa = conversation, po = information, kyu = something round, ko = light, jiki = magnetic function. If we put together *denwa,* this would have something to do with conversation by electricity, so that *denwa* is *telephone, denpo* is *telegram, denkyu* is *electric bulb, denko* is *lightning,* and *denjiki* is *electromagnet.*

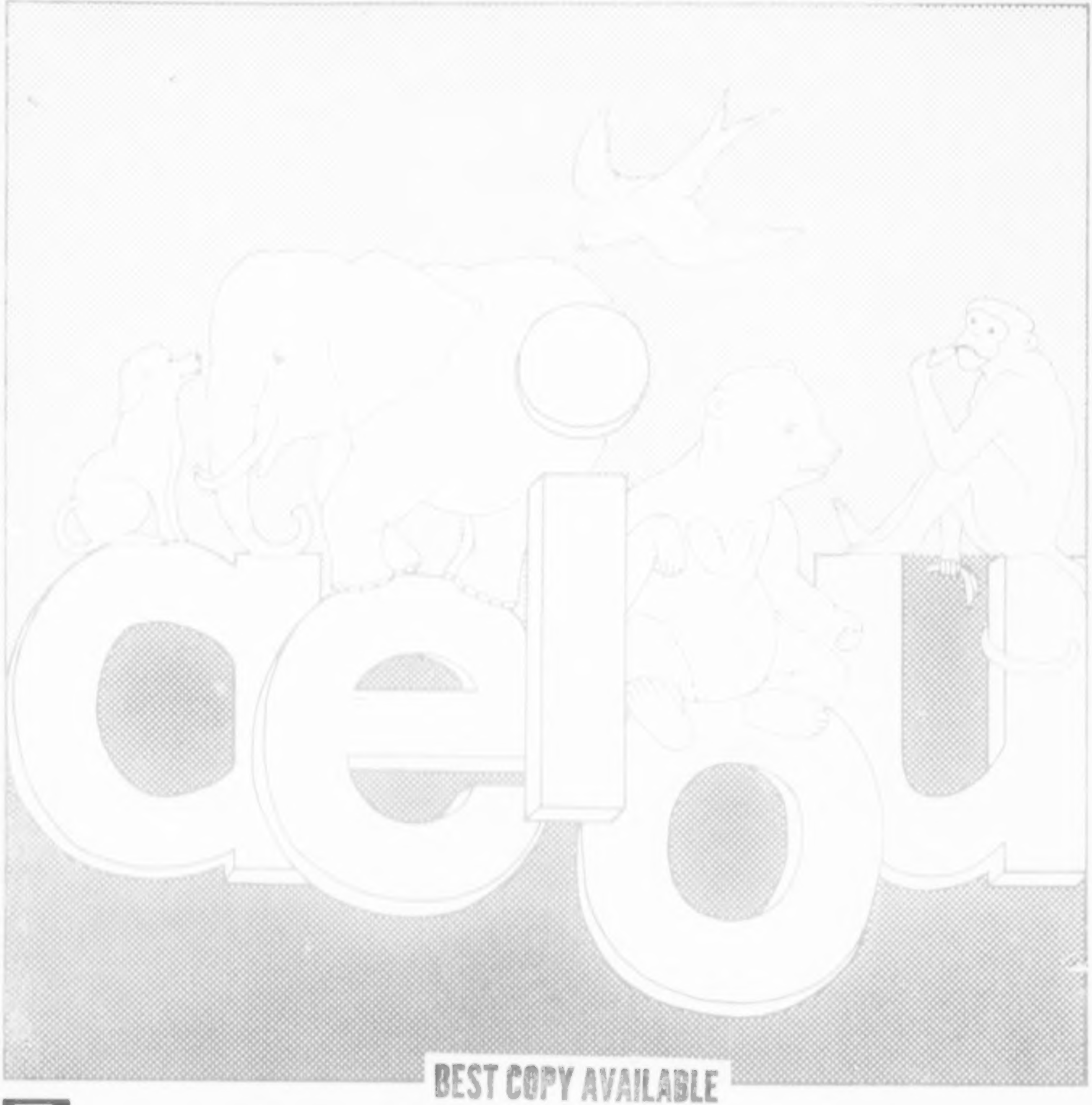
Starting from Pilipino as we now have it, the Philippine national language should be intensively and scientifically developed. It should be based principally on Tagalog and secondarily on the other major Philippine dialects (some of which are based on foreign languages themselves); but it is the systematic application, acceptance and popularization of the new terms that will help us develop a more consistent language for our curriculum materials. Therefore, as the Center moves from the development of curriculum for kindergarten to higher grade levels, the language used in both the teacher and student materials will increasingly reflect the development of the Philippine national language.

Sining ng Wika Pangkindergarten

Kindergarten Language Arts

Teacher's Answer Key

Pagkakakilanlan
Identity



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ASIAN AMERICAN BILINGUAL CENTER

Kindergarten Language Arts
Teacher's Answer Key
Identity

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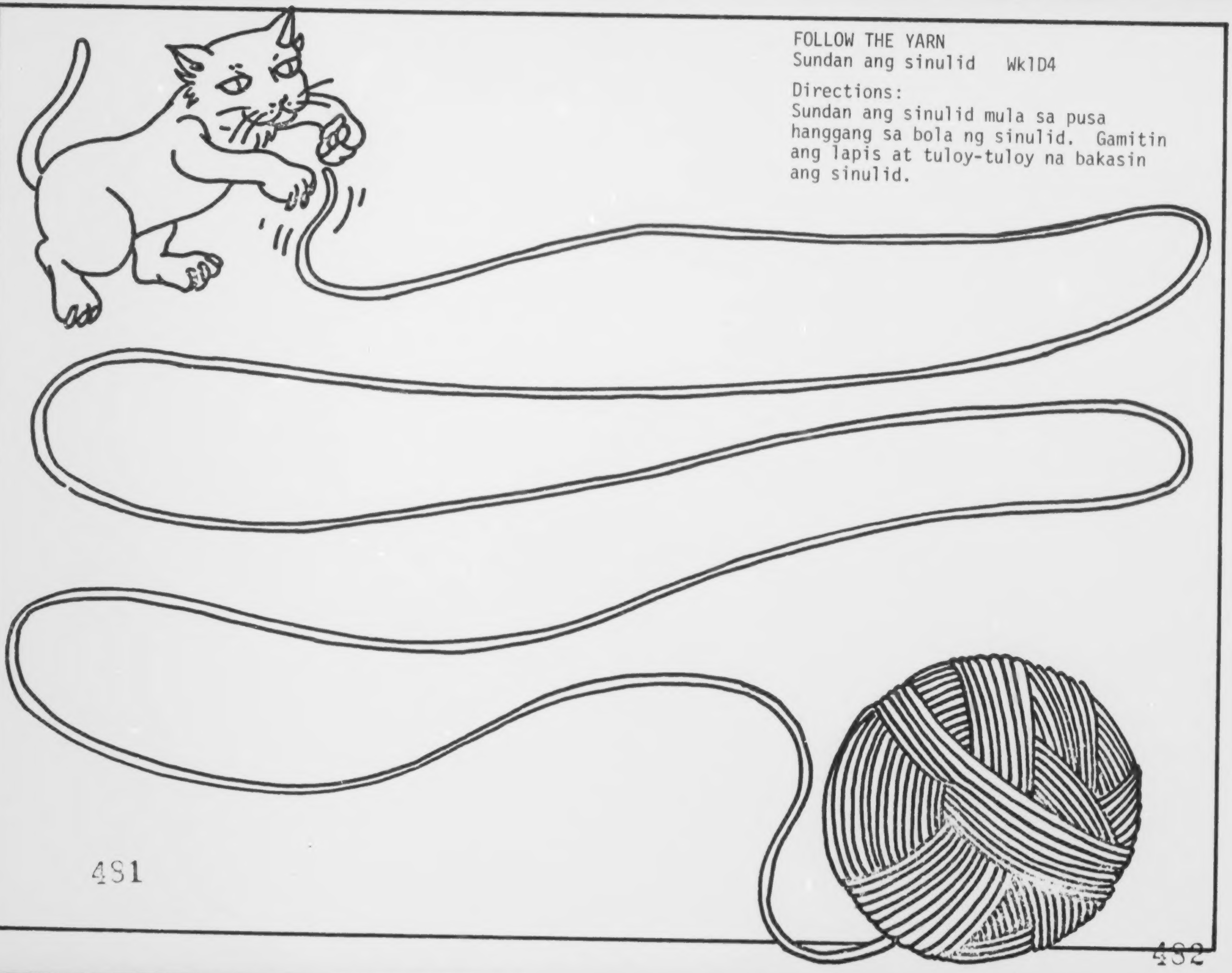
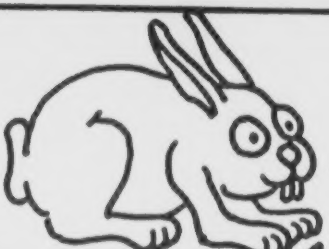
FOLLOW THE YARN
Sundan ang sinulid Wk1D4

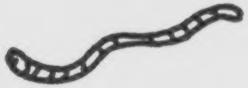
Directions:
Sundan ang sinulid mula sa pusa hanggang sa bola ng sinulid. Gamitin ang lapis at tuloy-tuloy na bakasin ang sinulid.

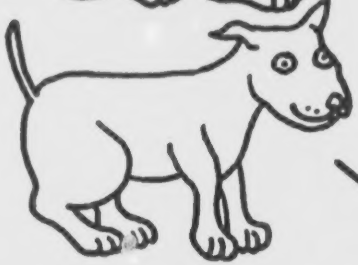


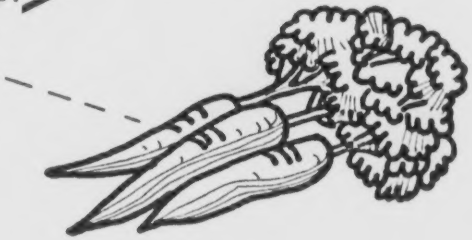
PETS
Mga alagang hayop Wk1D5

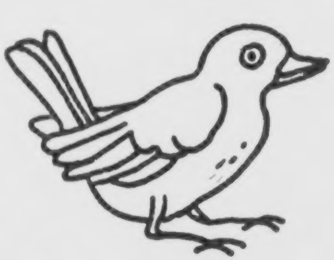
Directions:
Sabihin ang pangalan ng mga hayop sa kaliwa. Sa kanan, tingnan ang mga pagkain na maaaring kainin ng mga hayop na ito. Hanapin ang tamang pagkain para sa bawat hayop.

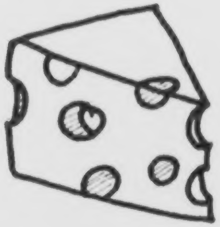


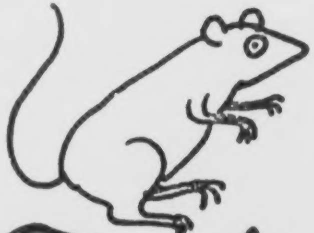


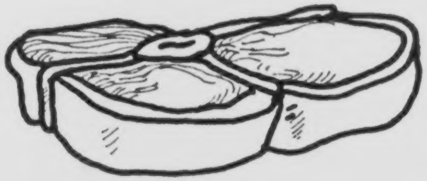


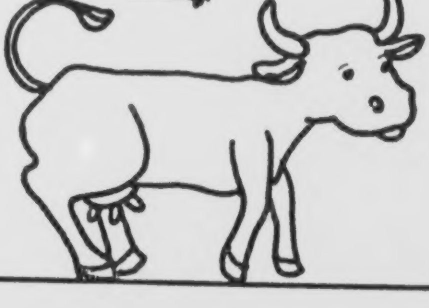


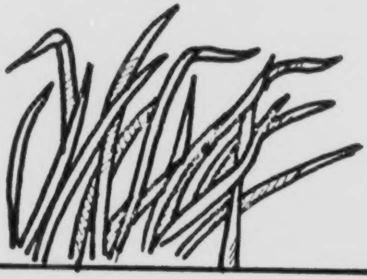




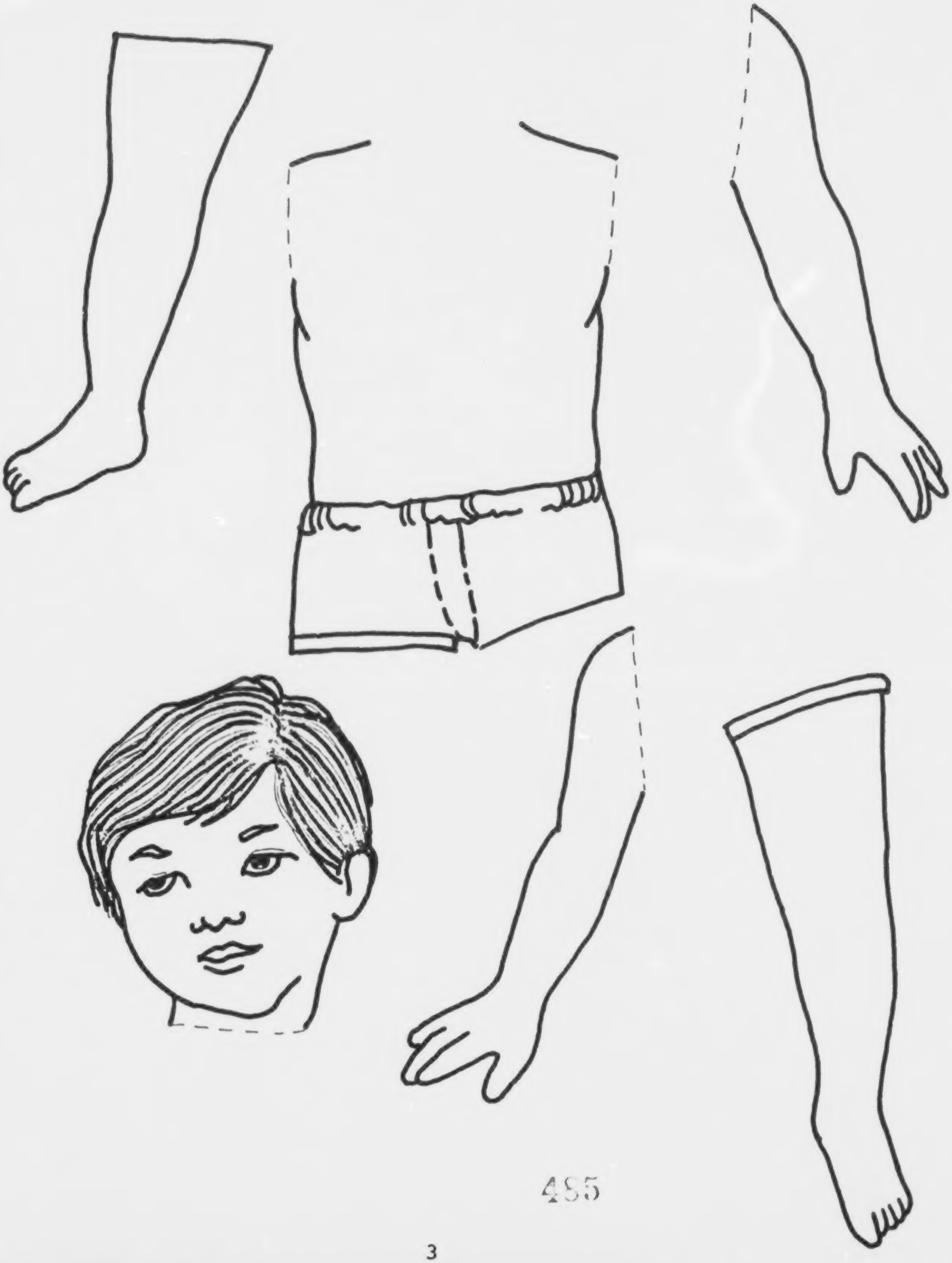


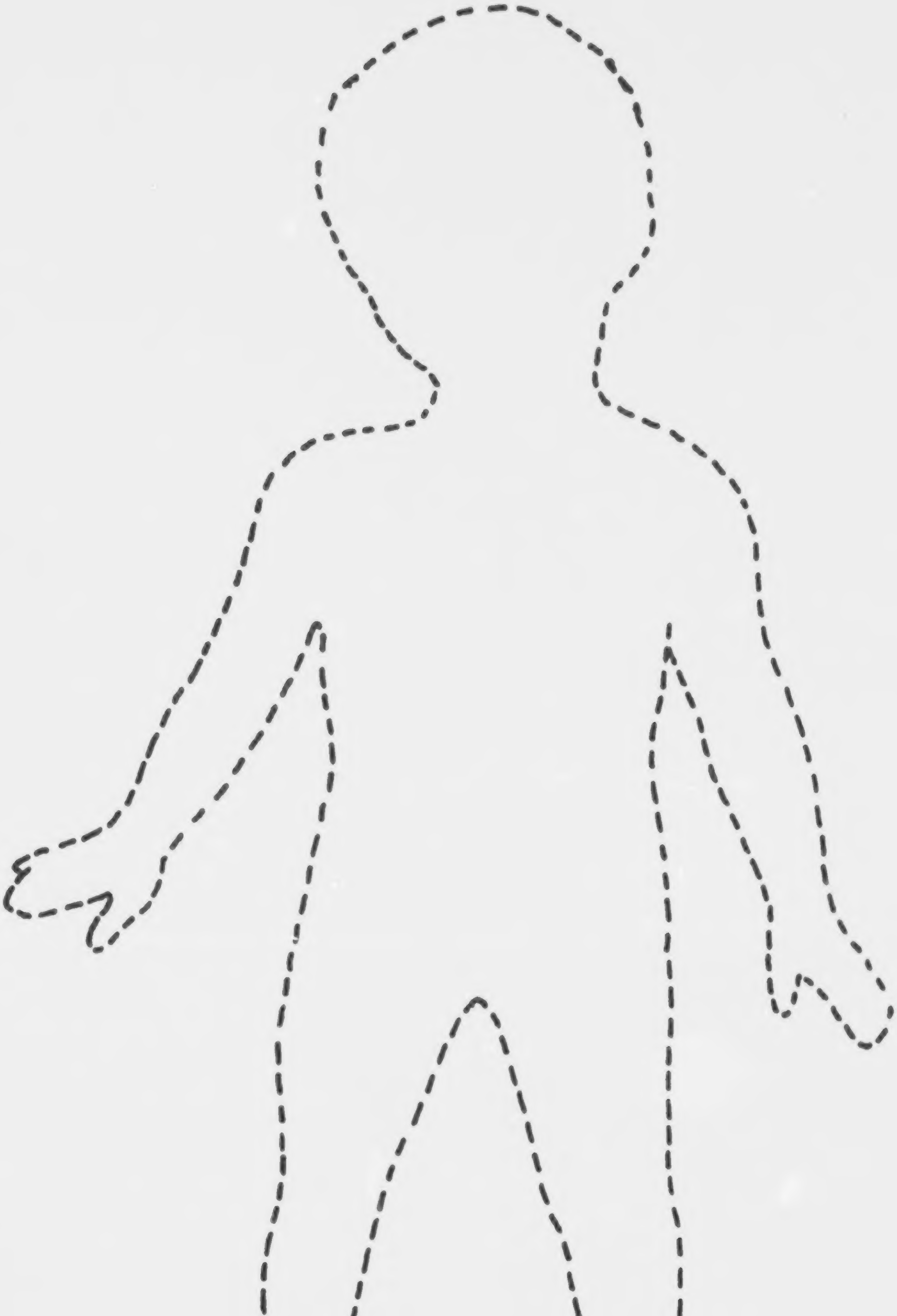


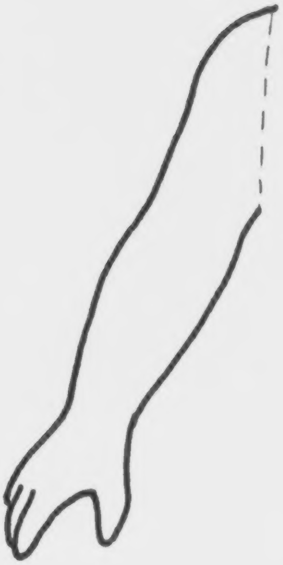


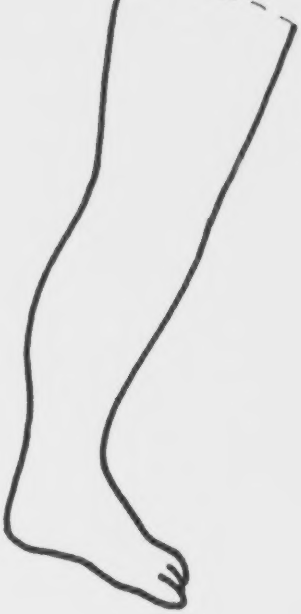


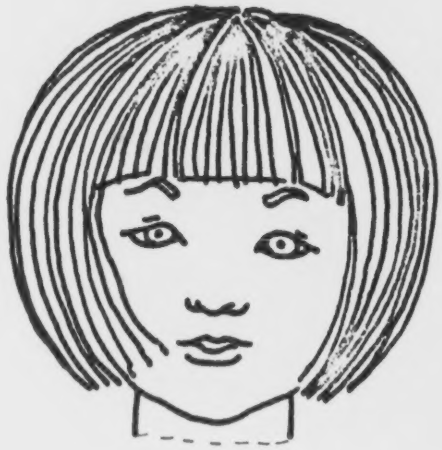
BODY PUZZLES
Palabuuan ng katawan Wk2D2

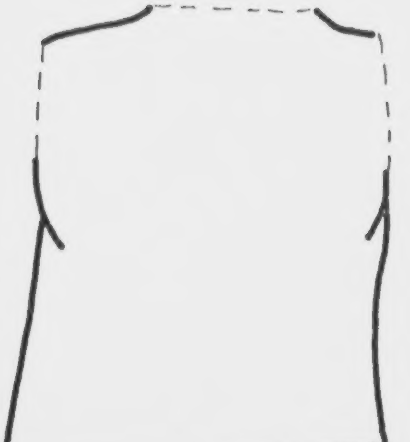


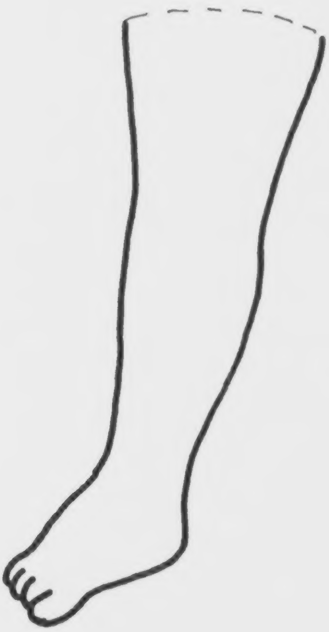


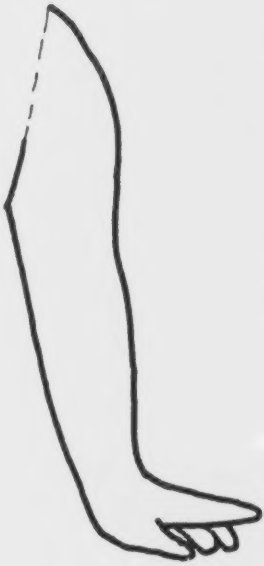


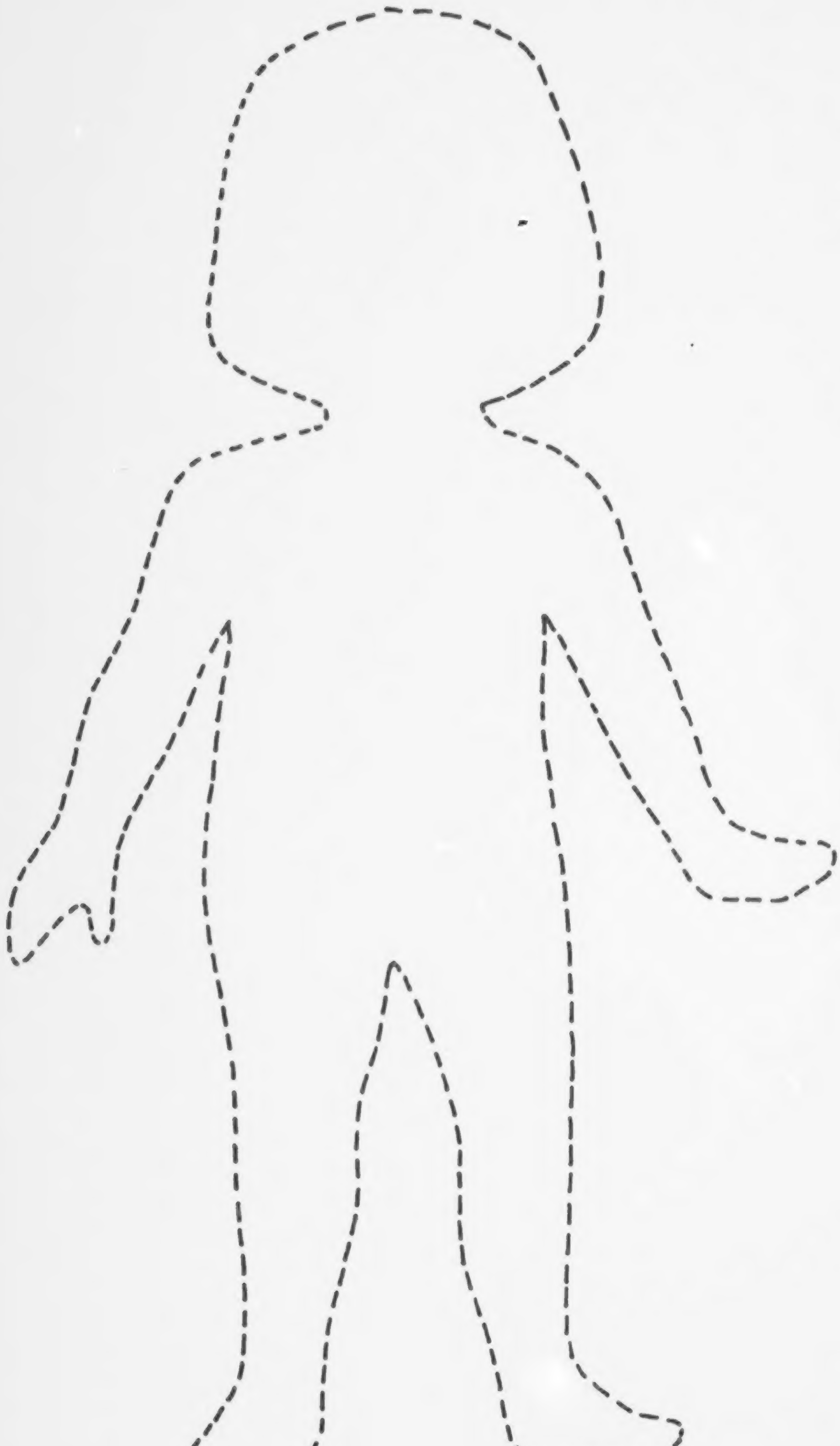




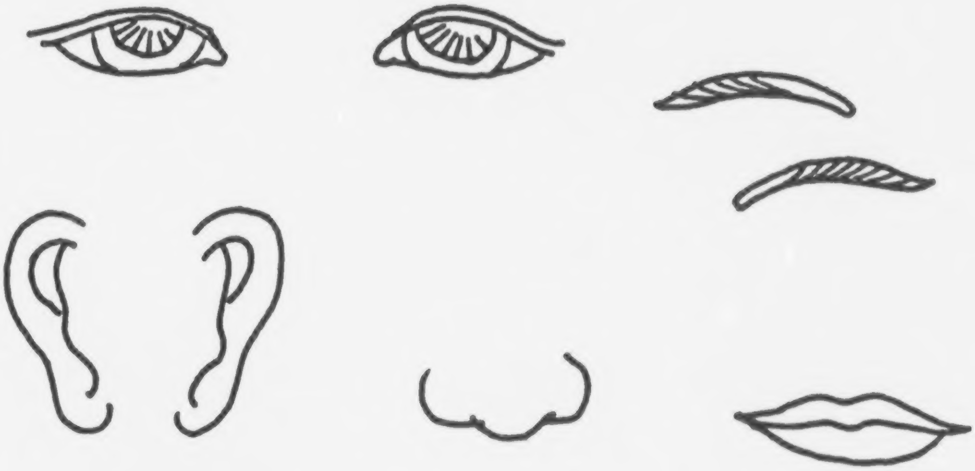


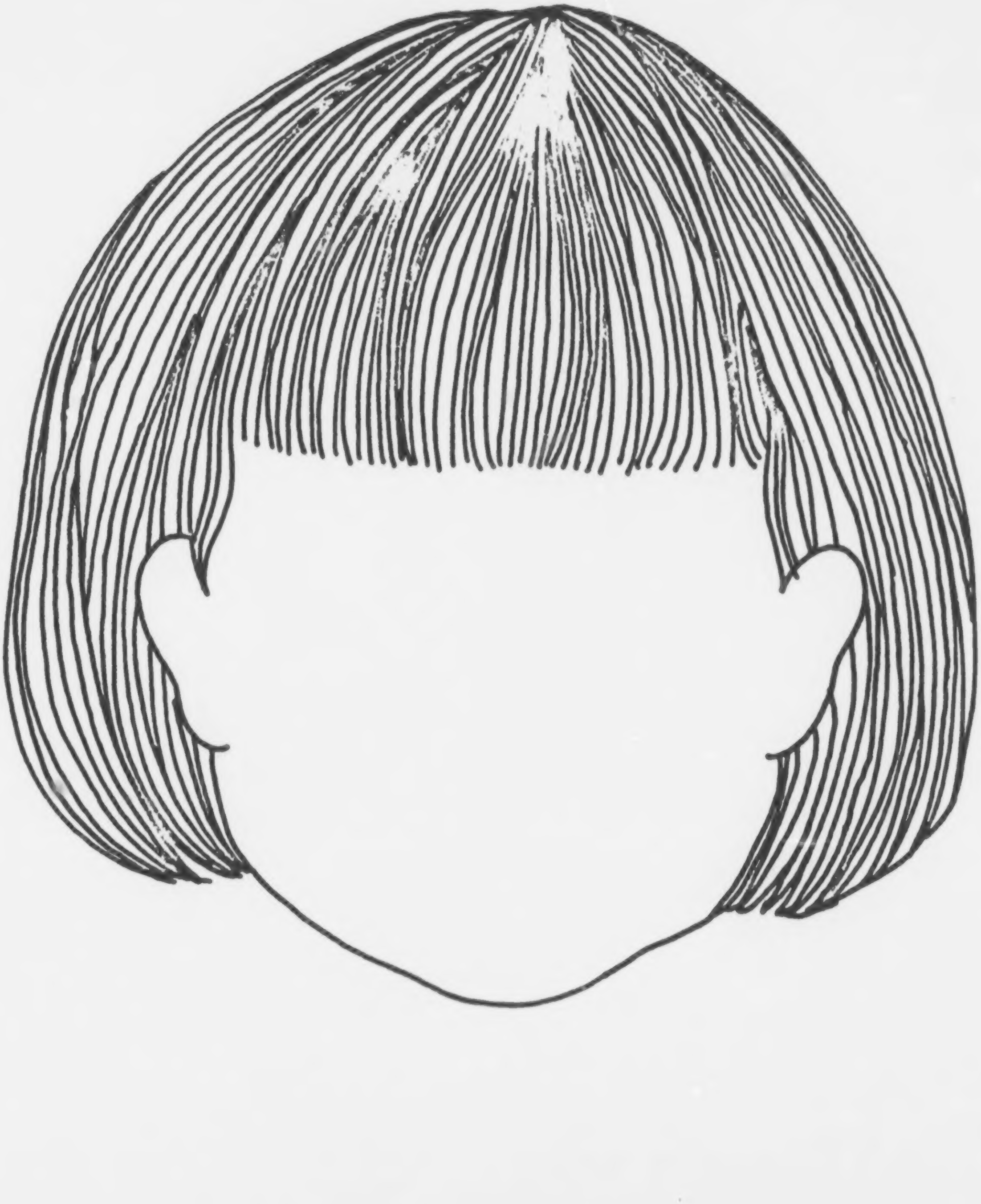


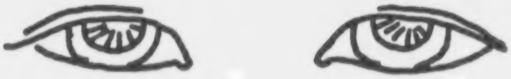


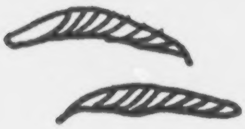


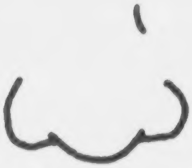
FACE PUZZLE
Palabuuan ng mukha Wk2D3

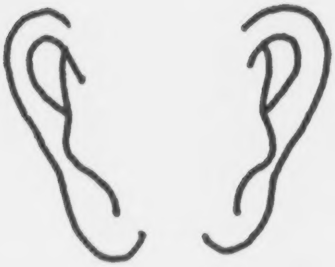


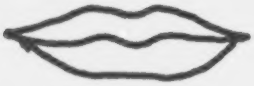


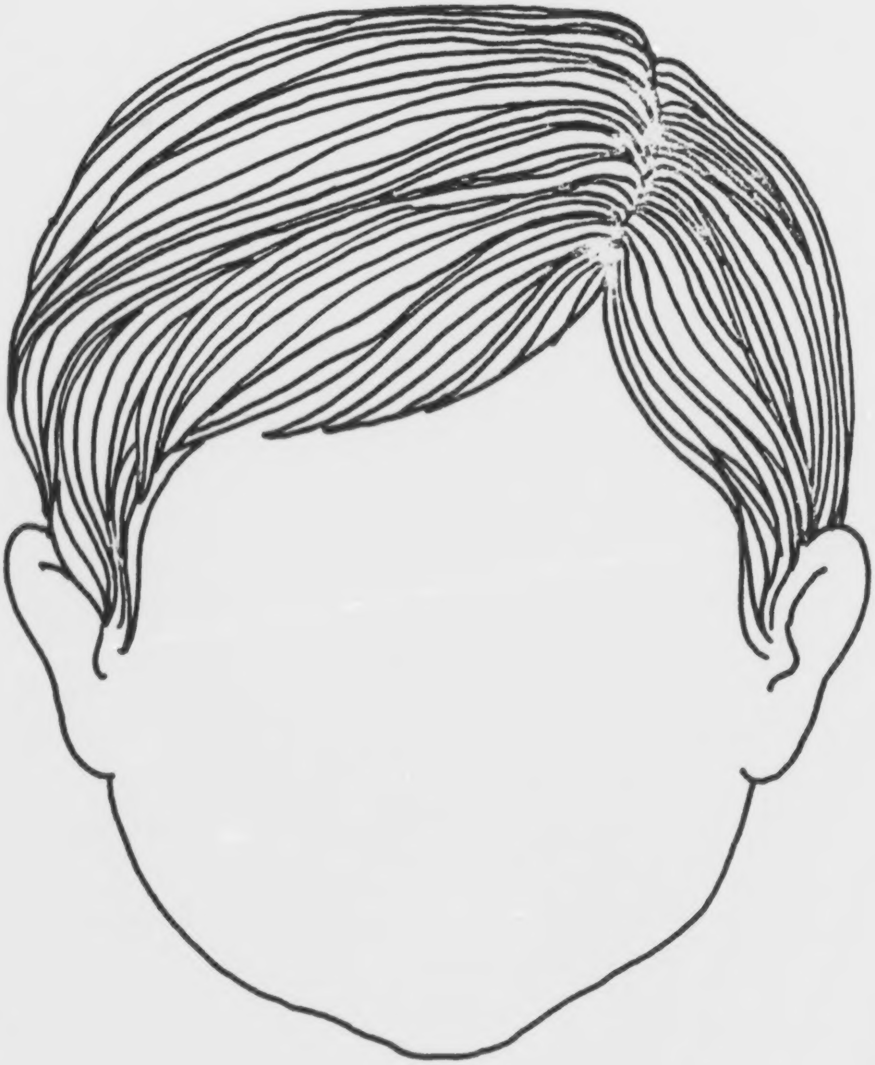












PASTE COLORED SQUARES
Idikit ang mga kuwadradong may kulay Wk3D1

Directions:
(Basahin ang mga salita sa ilalim ng mga kahon para sa mga bata.) Idikit ang mga kuwadradong ginamit ninyo sa laro.

pula

asul

dilaw

itim

puti

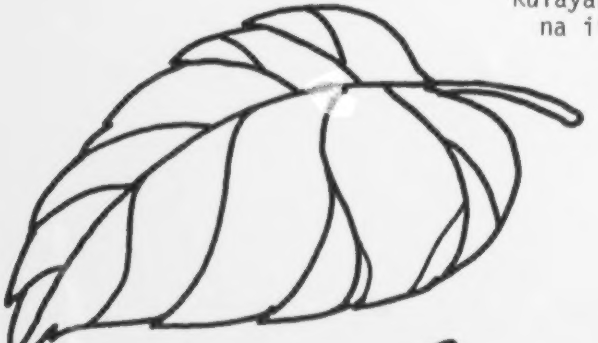
kape

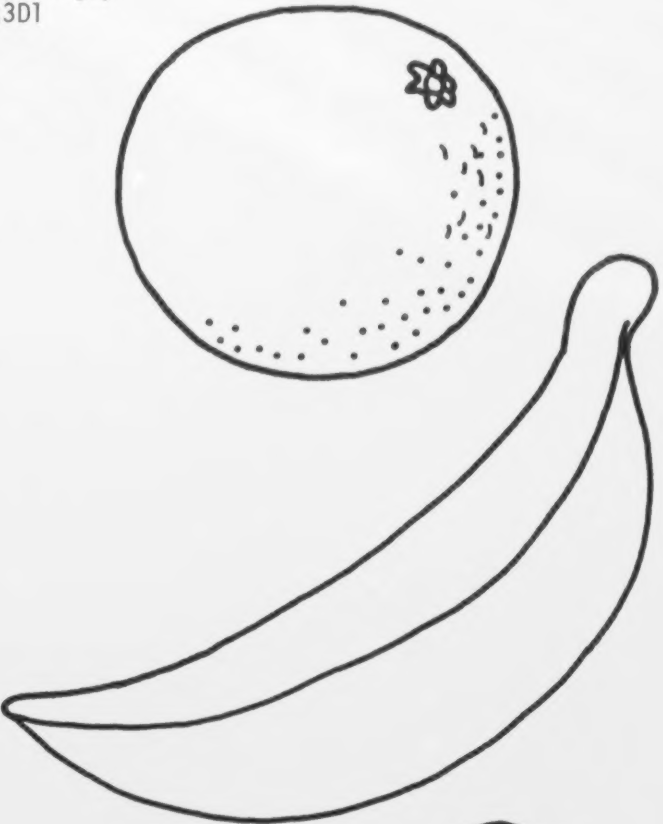
berde

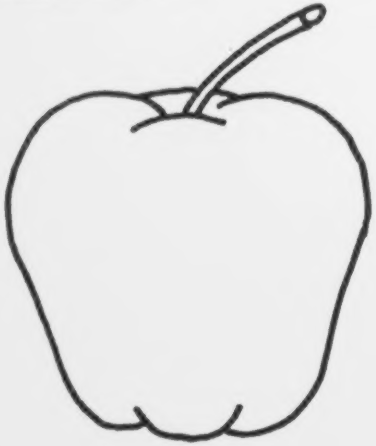
oreyns

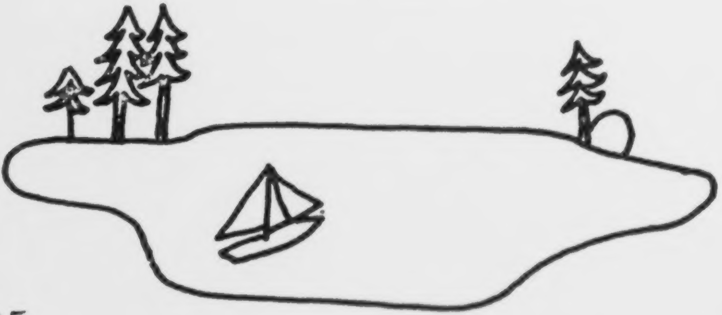
lila

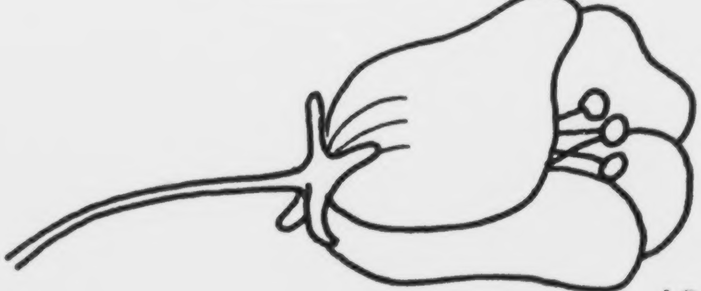
COLOR THE OBJECTS
Kulayan ang mga bagay
na ito Wk3D1





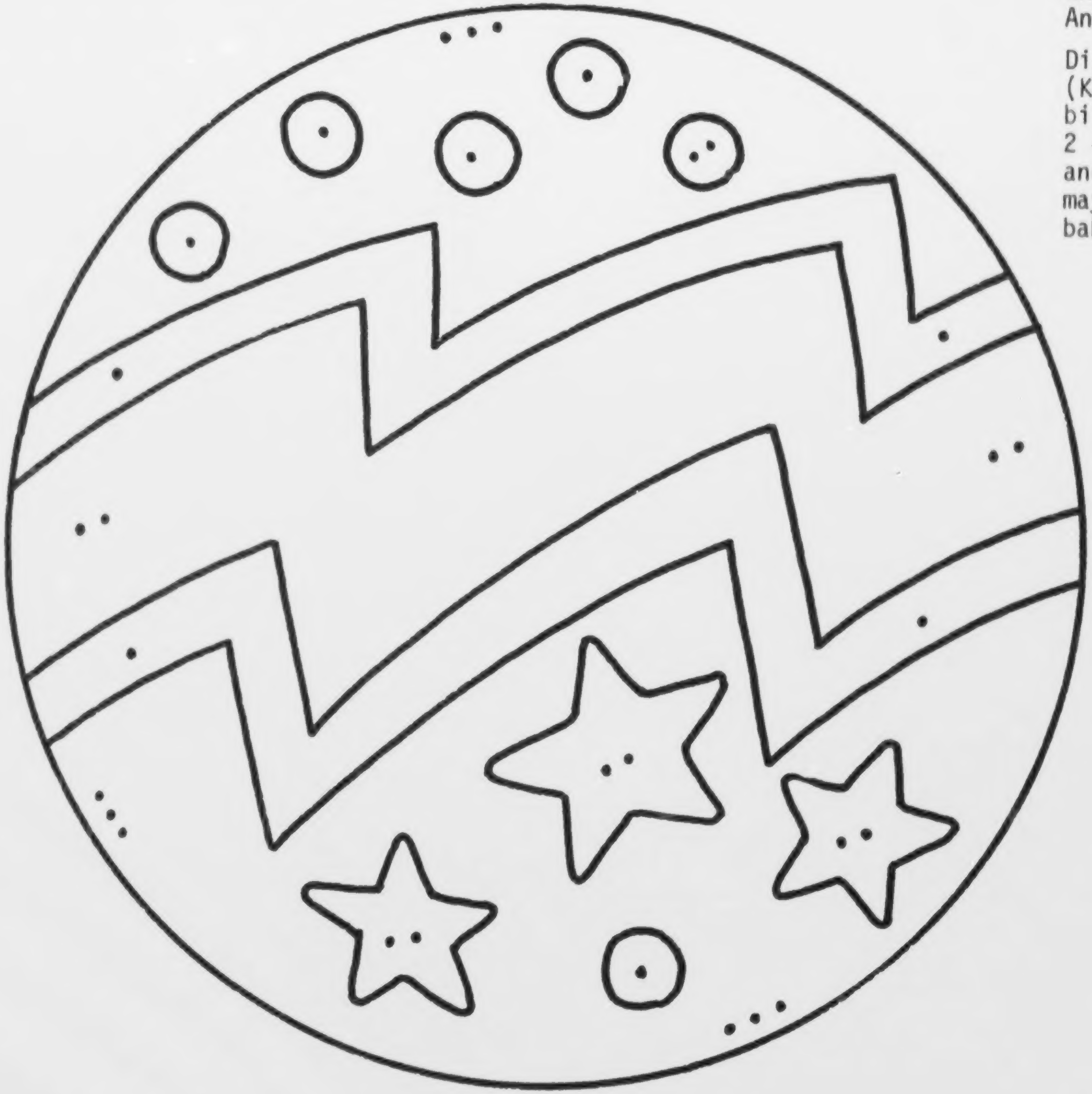






WHAT COLOR?
Anong kulay?   Wk3D2

Directions:
(Kulayan ang mga maliliit na bilog sa kanan: 1 - dilaw; 2 - pula; 3 - asul.) Tingnan ang mga tuldok sa bola. Kung may isang tuldok, kulayan ang bahaging iyon ng dilaw...etc.



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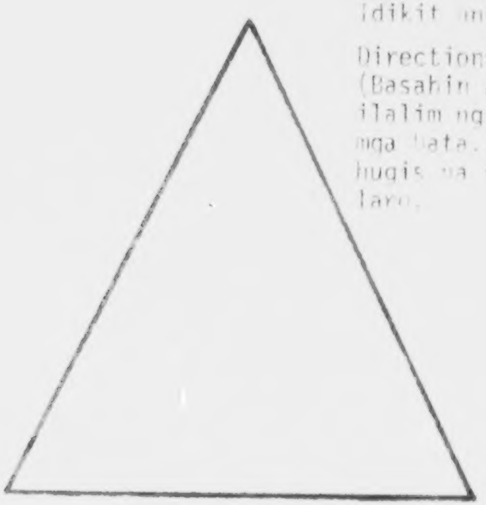
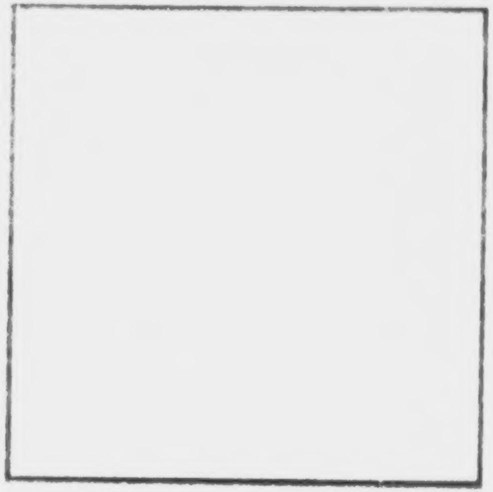
PASTE THE SHAPES
Idikit ang mga hugis. Wk3D3

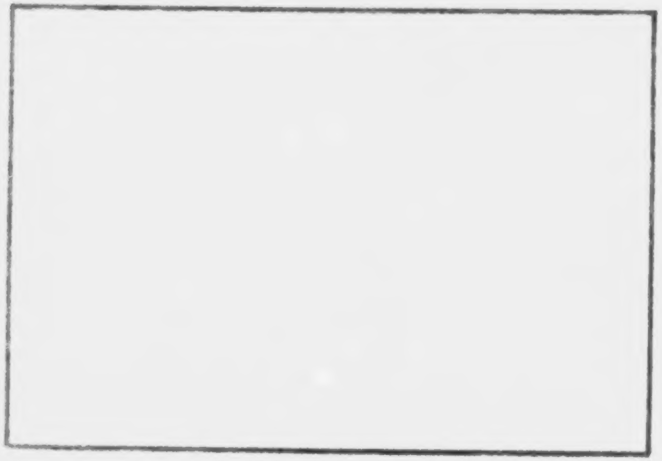
Directions:
(Basahin ang mga salita sa ilalim ng mga hugis para sa mga bata.) Idikit ang mga hugis na ginamit ninyo sa laro.



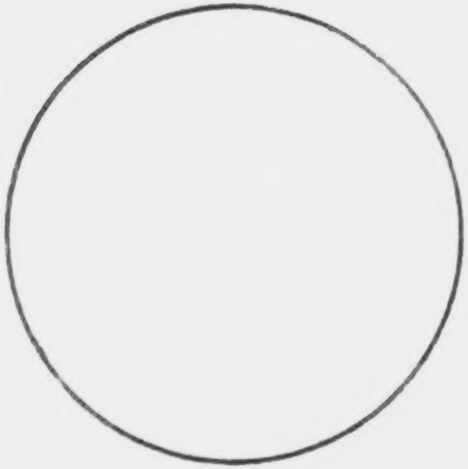
triangulo



kuwadrado



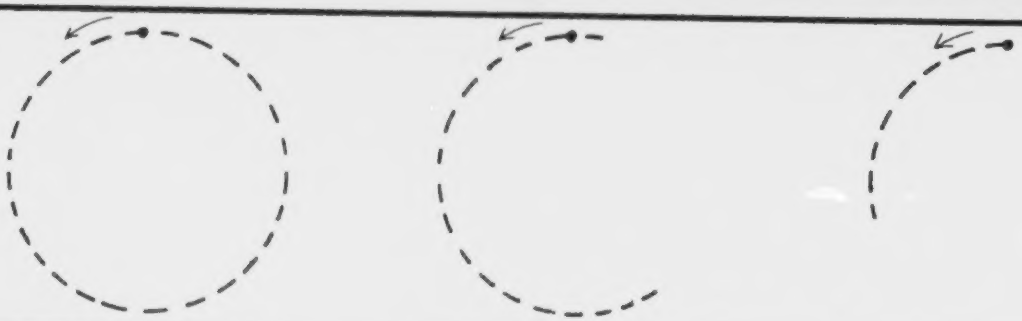
rektanggulo

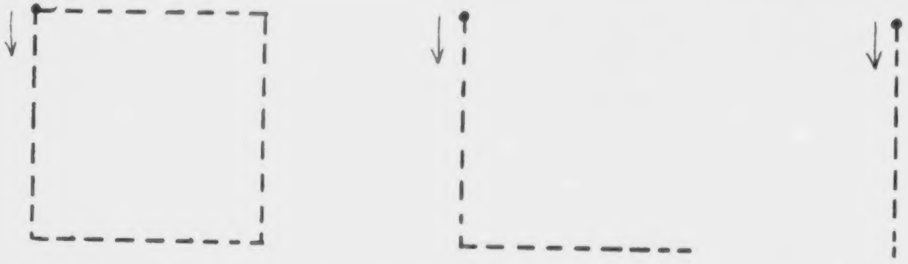


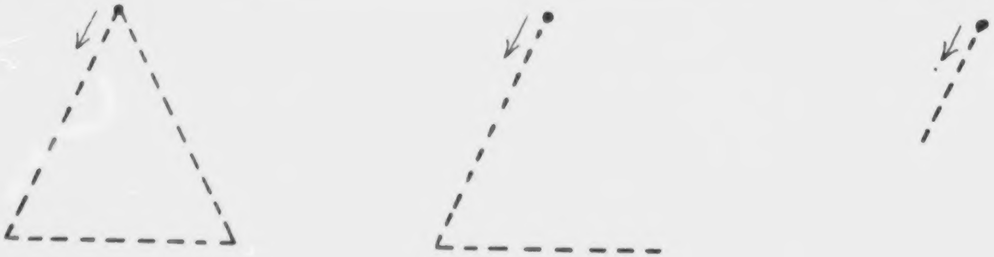
bilog

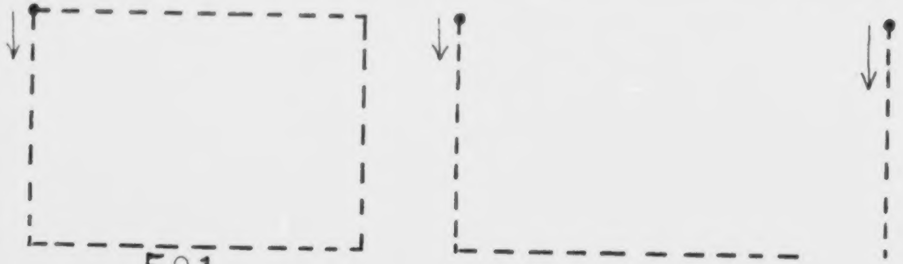
SHAPES
Mga hugis   Wk3D3

Directions:
Magdrowing ng mga hugis.
Sundang mabuti ang mga
palaso.



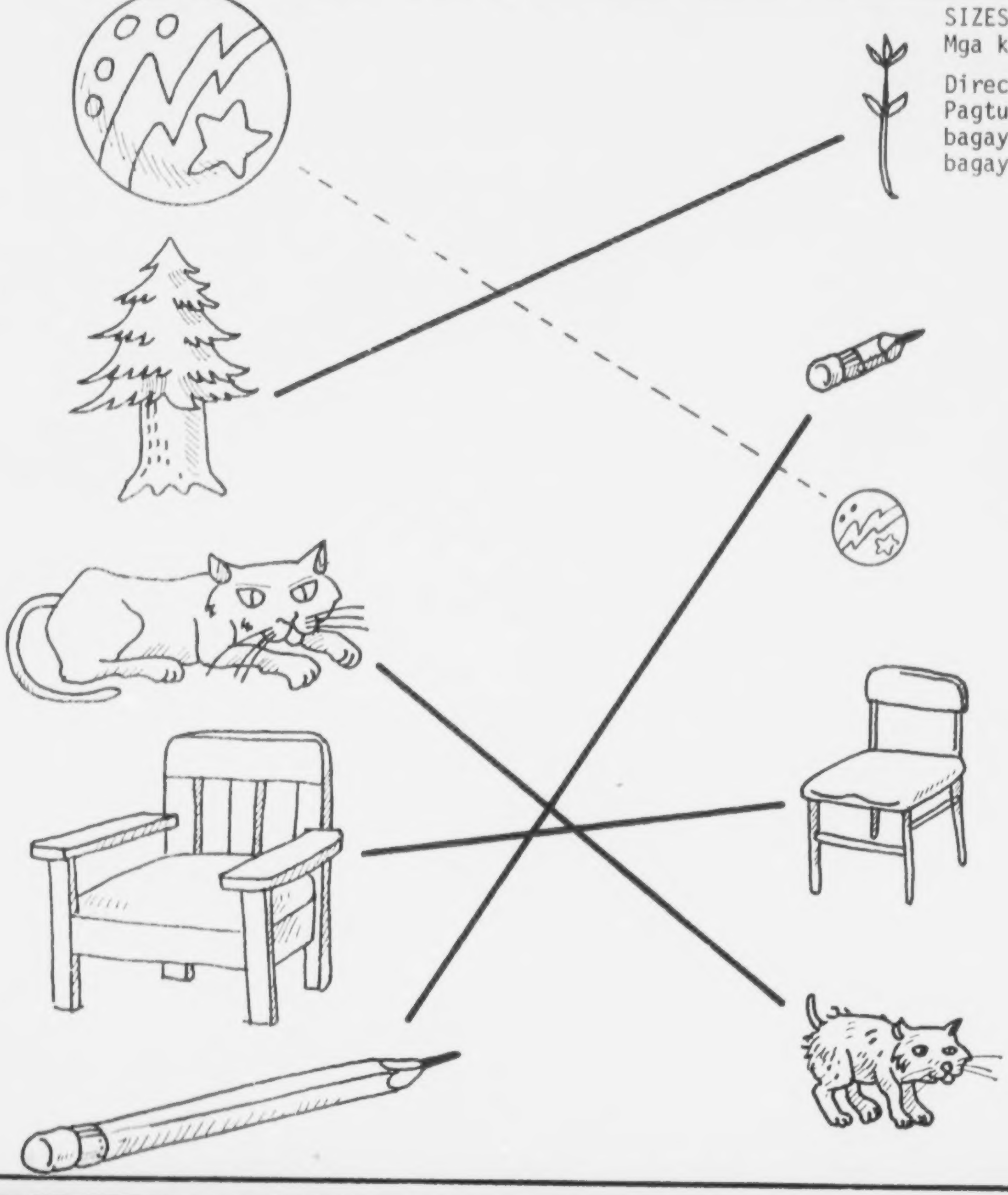






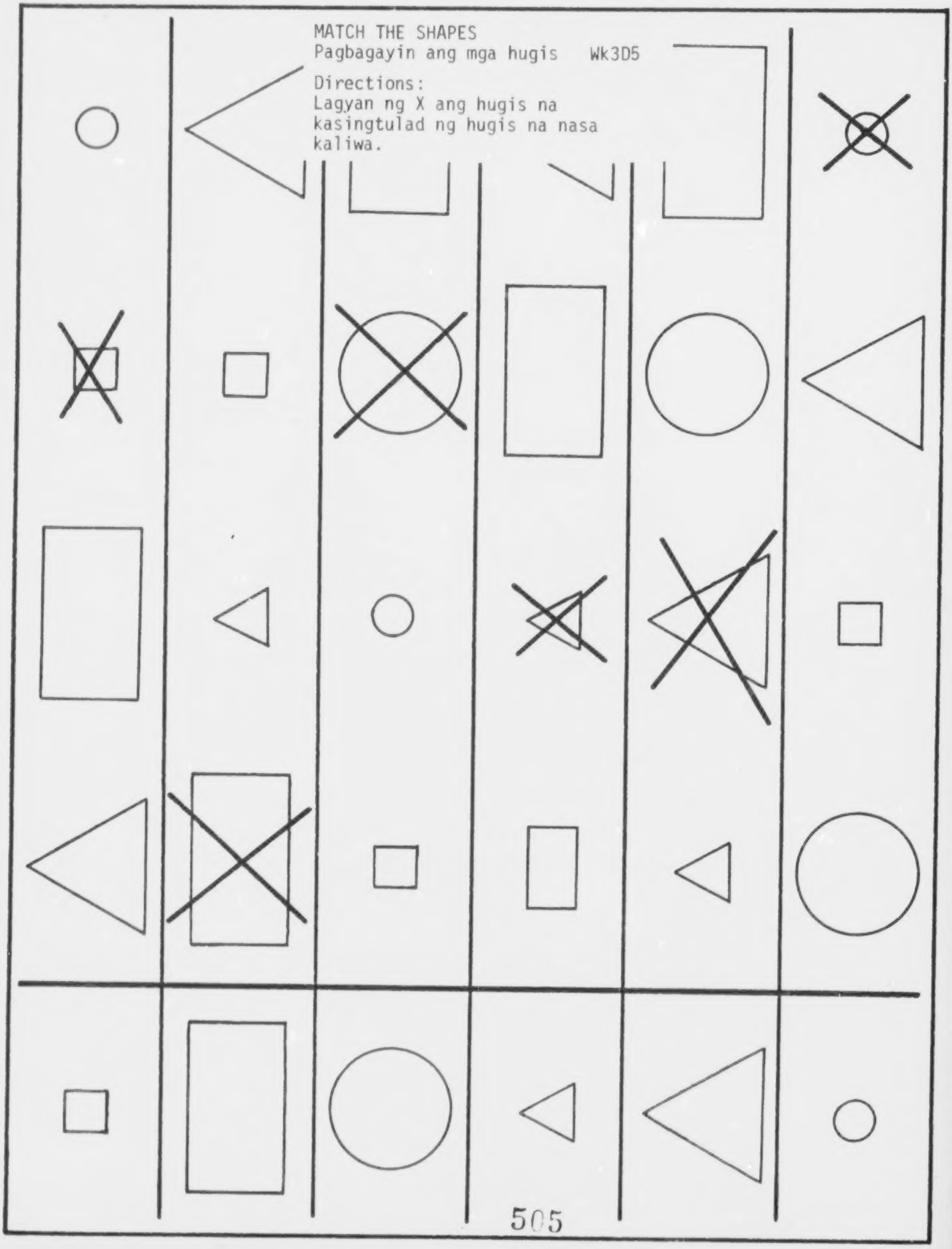
SIZES
Mga kalakihan   Wk3D4

Directions:
Pagtugmain ang mga malalaking bagay at ang mga maliliit na bagay.



MATCH THE SHAPES
Pagbagayin ang mga hugis Wk3D5

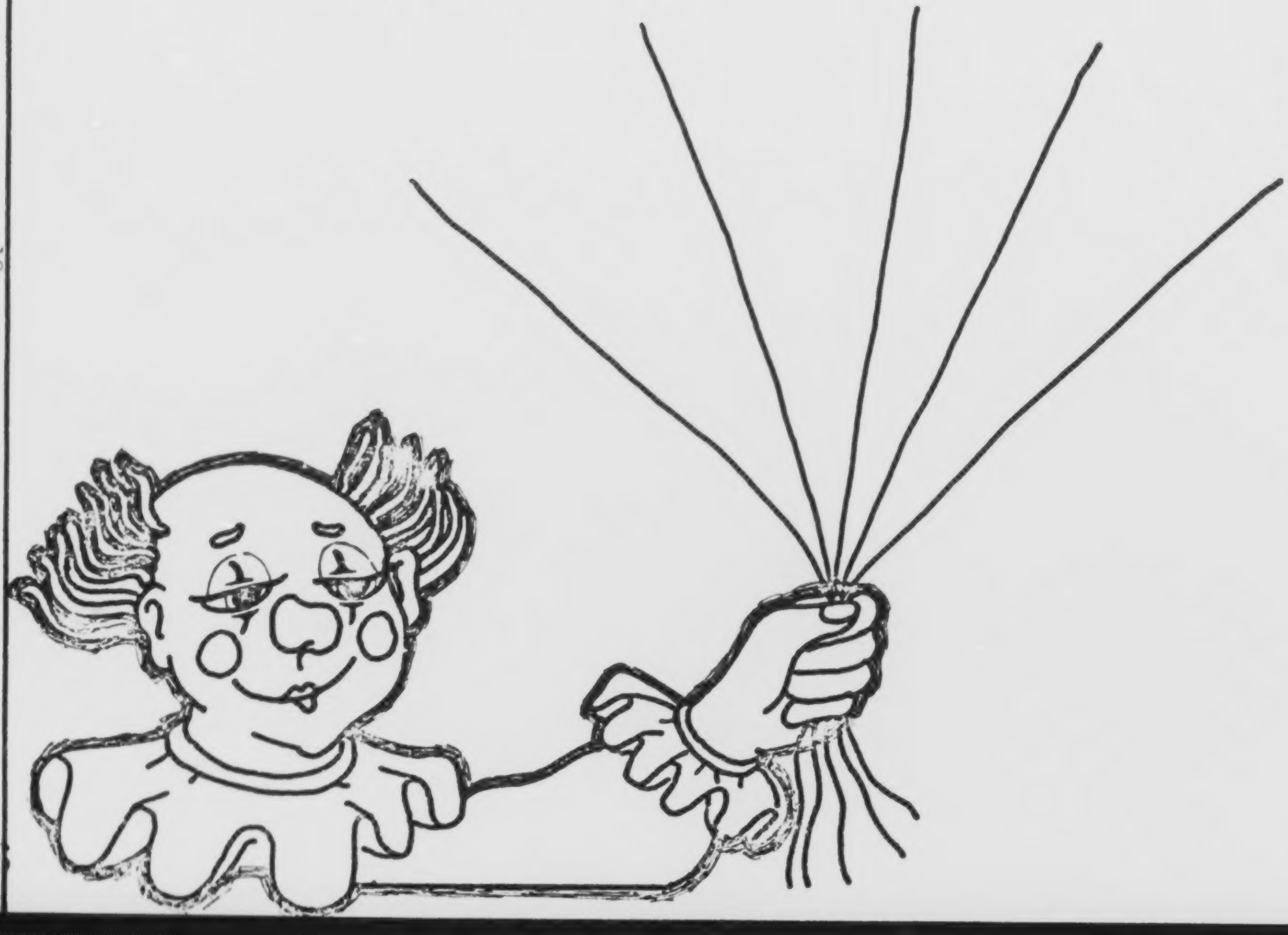
Directions:
Lagyan ng X ang hugis na kasingtulad ng hugis na nasa kaliwa.



505

BALLOONS
Mga lobo   Wk4D2

Directions:
Gumupit ng mga bilog na iba't-ibang kulay. Idikit ang mga bilog na ito sa dulo ng mga tali sa larawan.



ang aking pangalan

THIS IS ME
Ito ako   Wk5D1

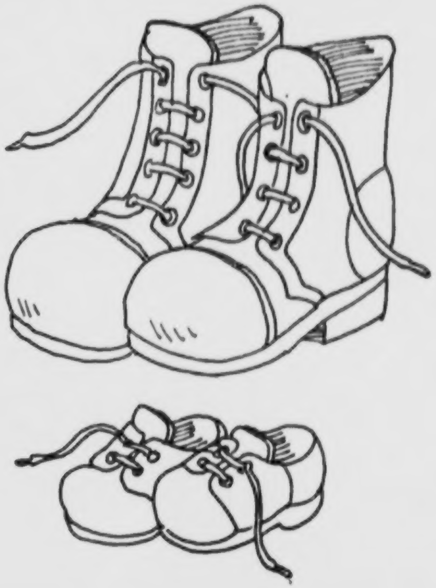
Directions:
Sa kahon sa kaliwang itaas, isulat ang pangalan. Sa maliit na kahon sa ibaba, ilagay ang tatak ng daliri. Sa malaking kahon sa ibaba, idrowing ang inyong sarili.

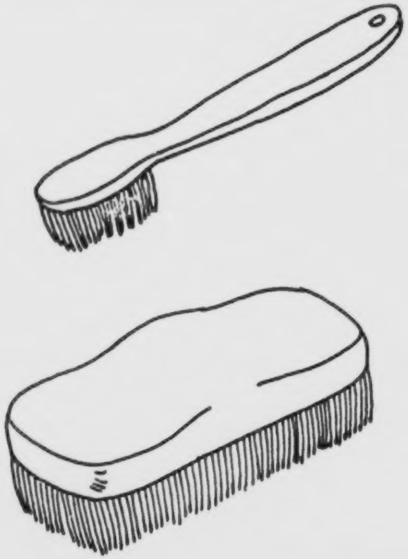
ito ako

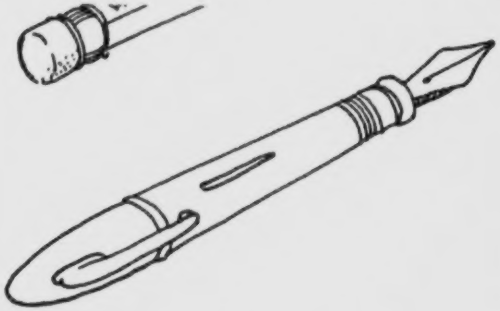
ang tatak ng
aking daliri

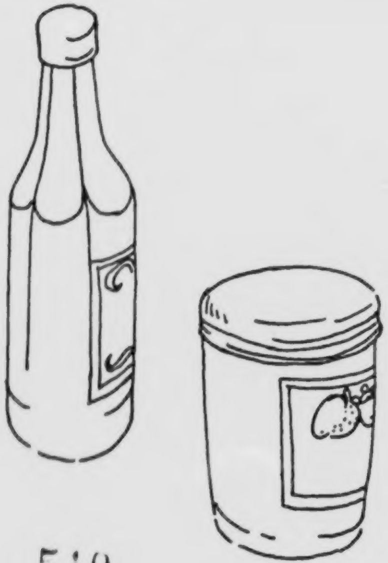
SAME AND DIFFERENT
Magkatulad at magkaiba Wk5D2

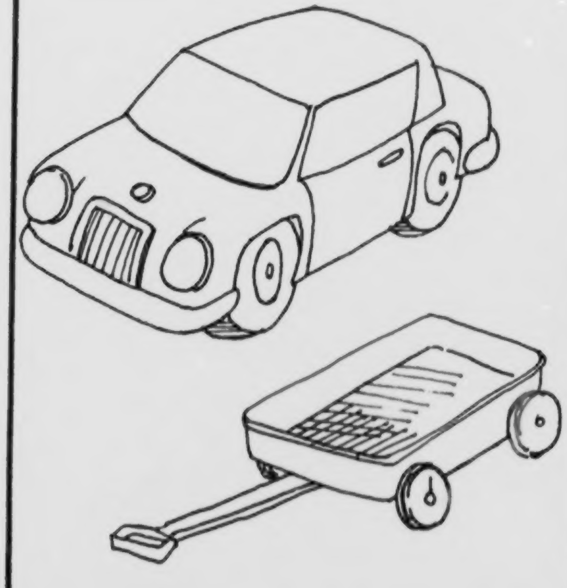
Directions:
(See directions given in the activity).

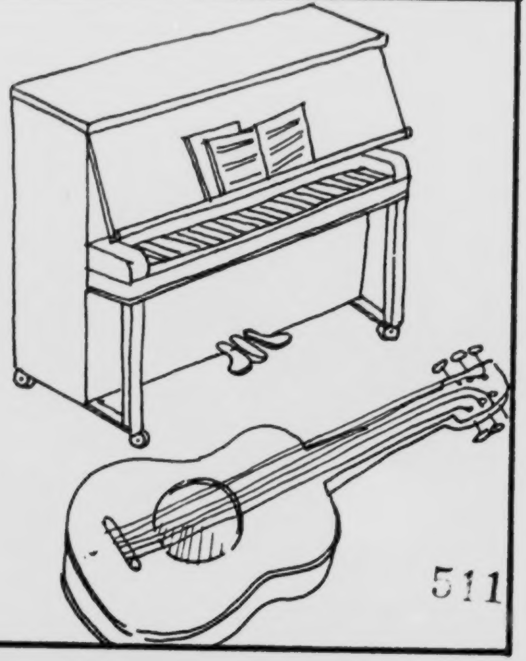






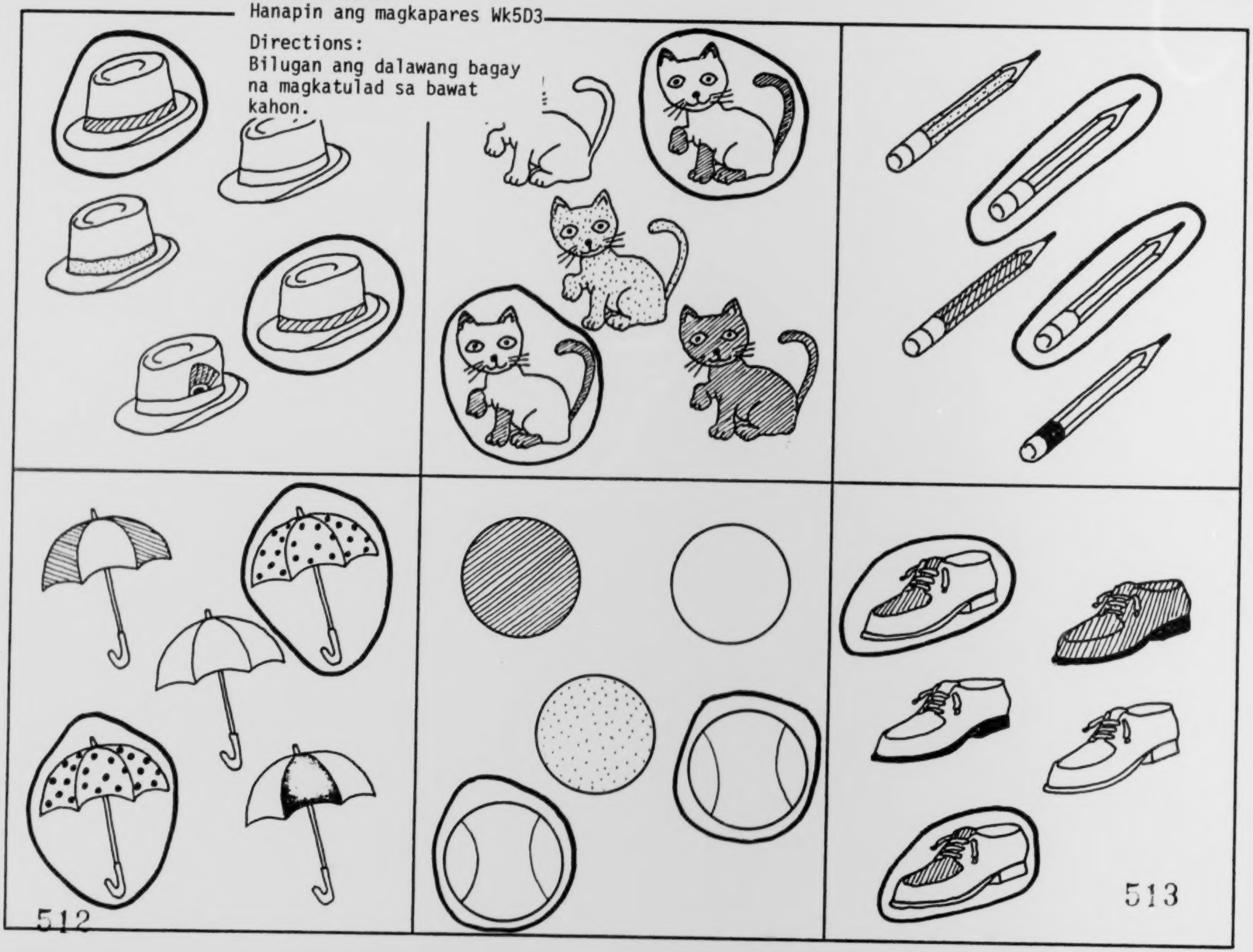


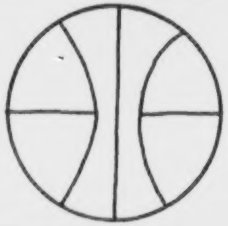
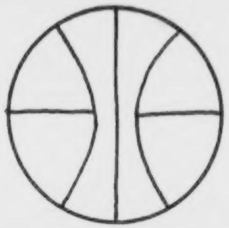
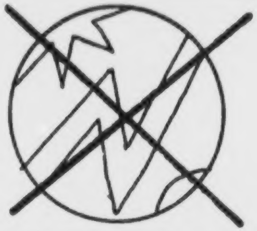
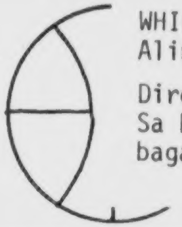




FIND THE PAIR
Hanapin ang magkapares Wk5D3

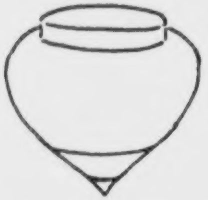
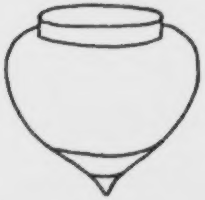
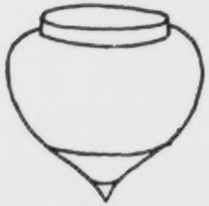
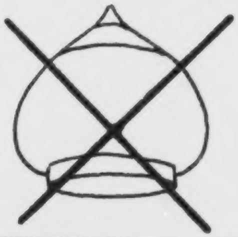
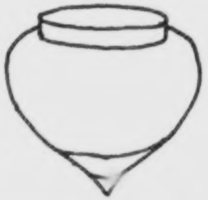
Directions:
Bilugan ang dalawang bagay
na magkatulad sa bawat
kahon.

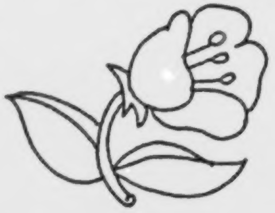
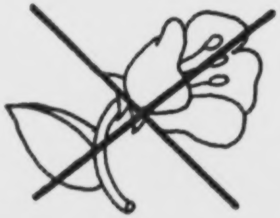
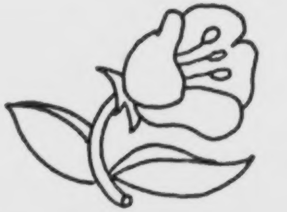
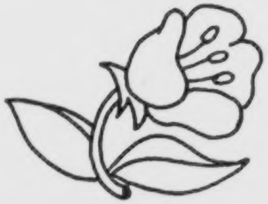
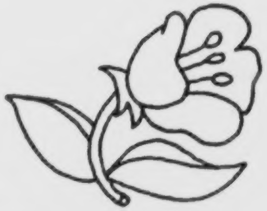


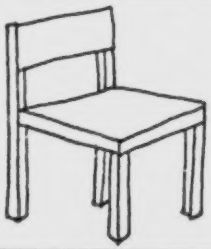
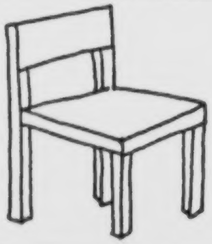
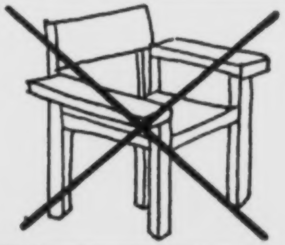
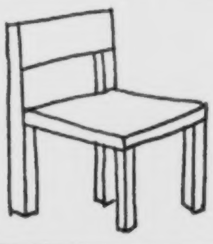
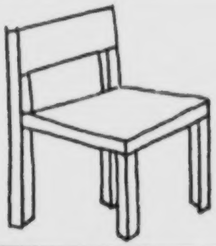





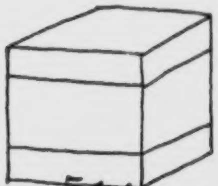
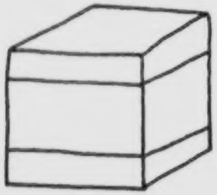
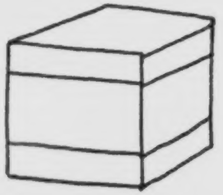
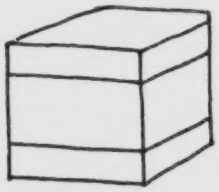
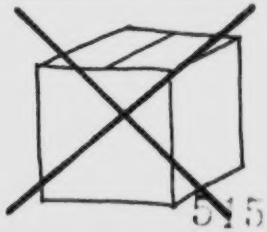
WHICH IS DIFFERENT?
Alin ang naiiba?   Wk5D3

Directions:
Sa bawat hanay, lagyan ng X ang bagay na naiiba sa lahat.

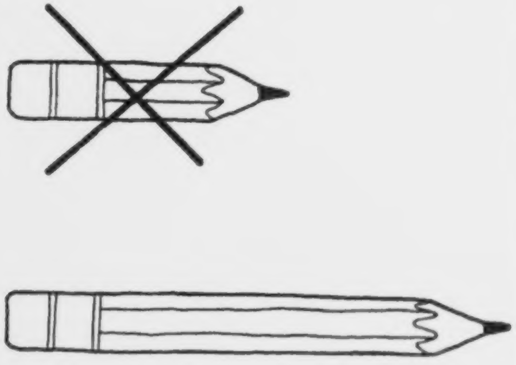






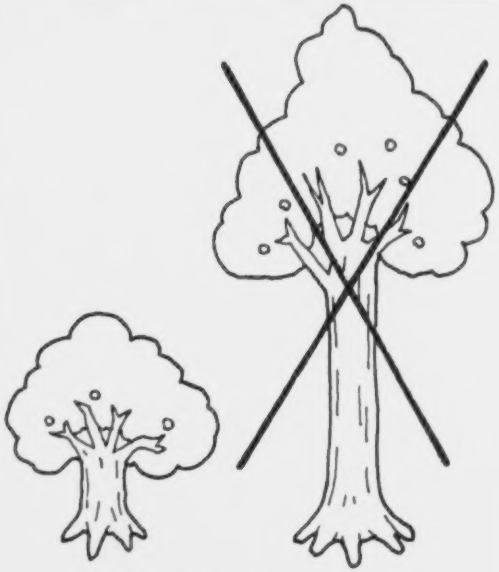






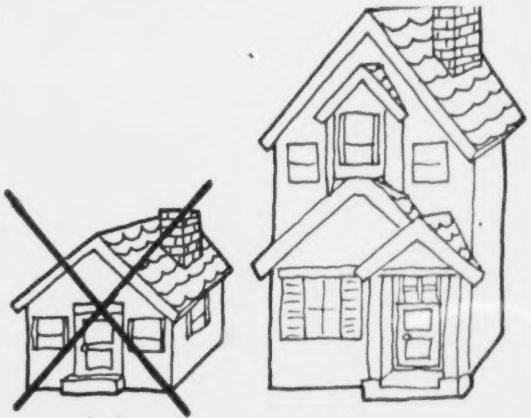






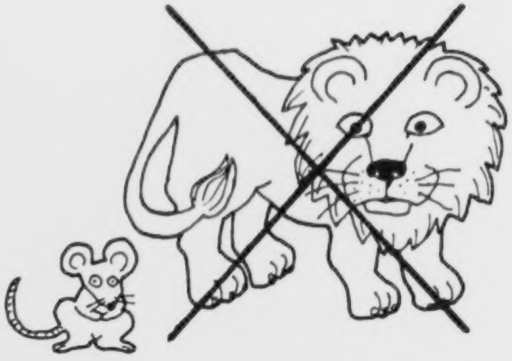
COMPARISONS
Paghahambing   Wk5D4

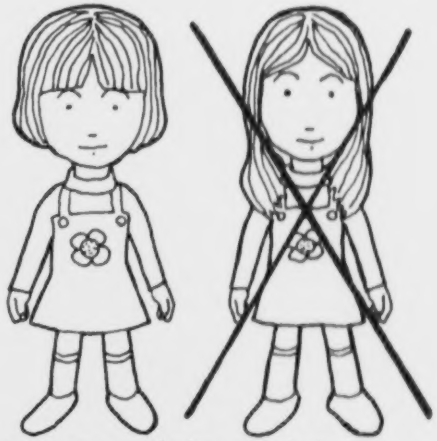
Directions:
Lagyan ng X ang:

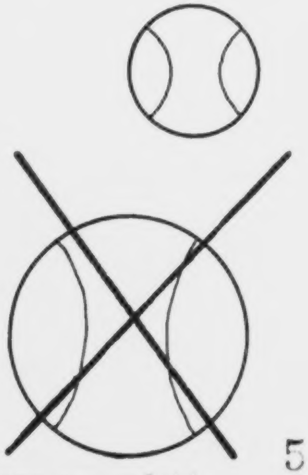

lapis na mas maigsi


punong mas mataas


bahay na mas maliit

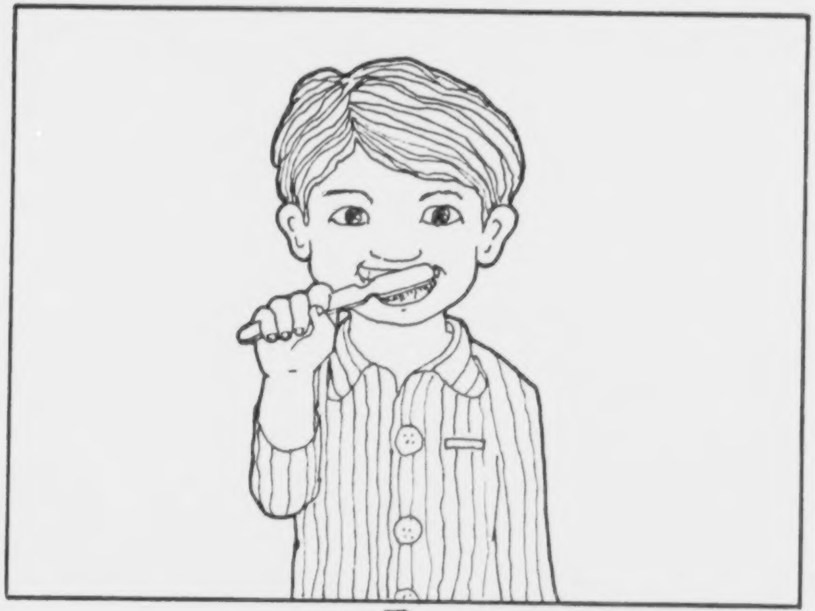

hayop na makakagawa ng mas malakas na tunong


babaeng mas mahaba ang buhok


bolang mas malaki

BRUSHING TEETH
Pagsisipilyo   Wk6D2

Directions:
(See directions given in the activity).



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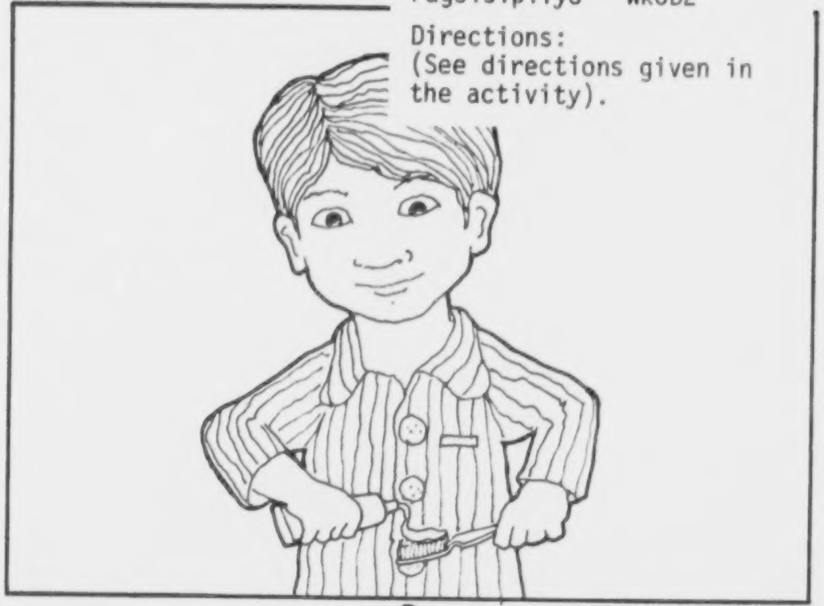

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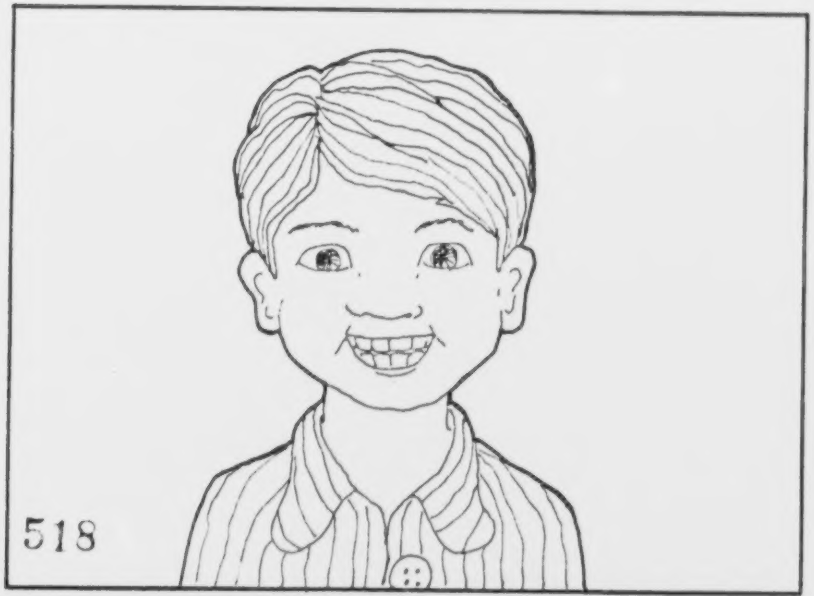
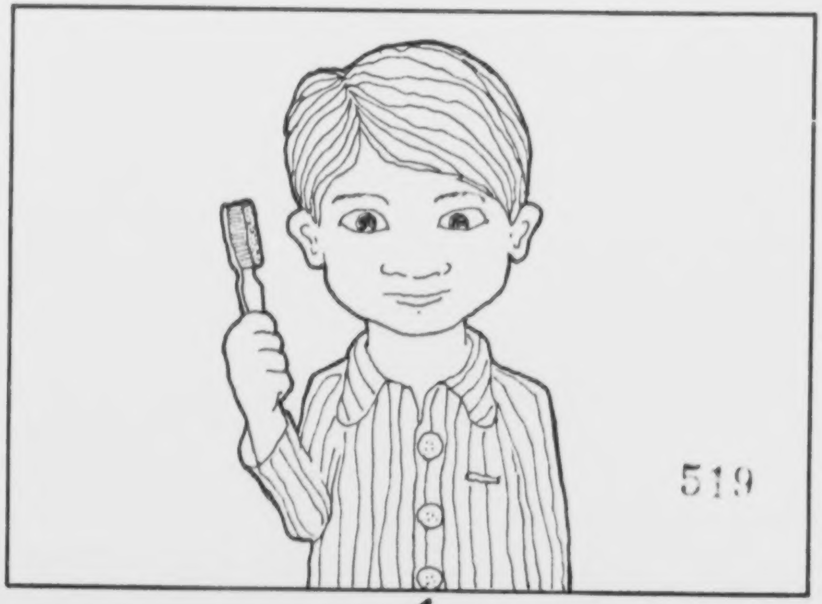


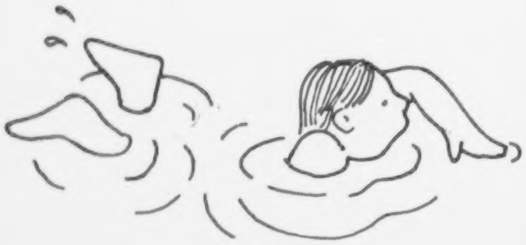
4

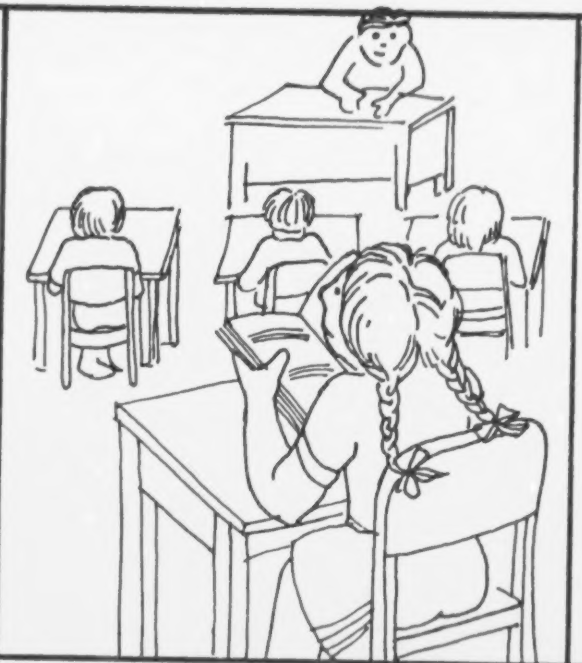


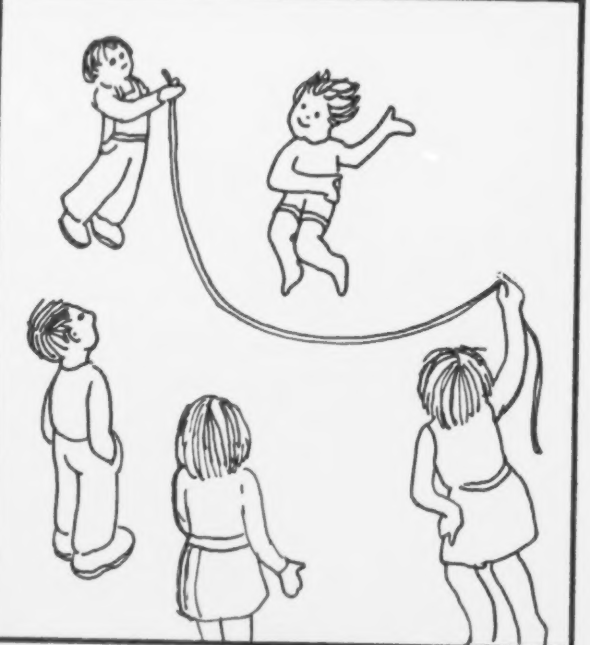
1

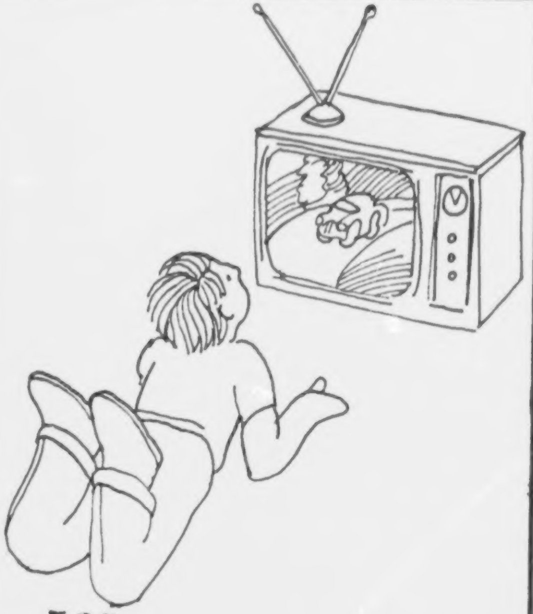
TIME SEQUENCE
Kahapon, ngayon at bukas Wk6D3

Directions:
(See directions given in the activity).

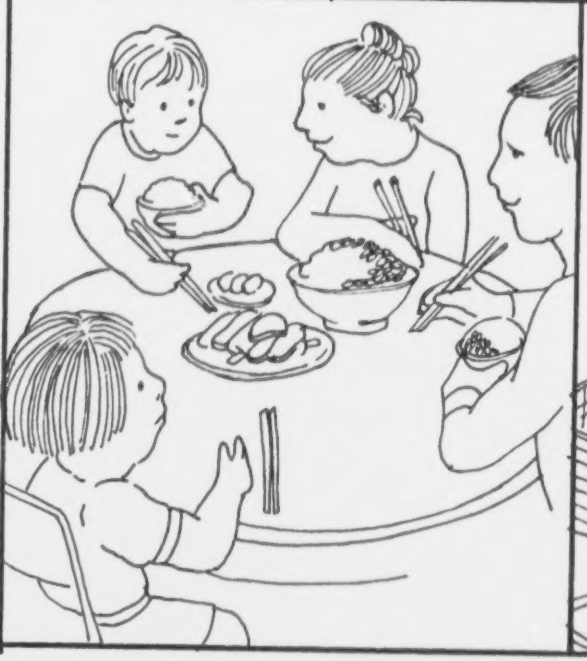


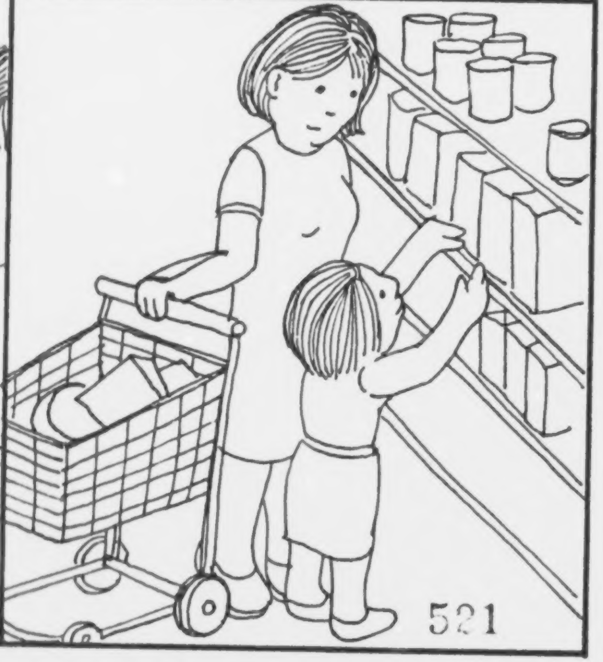






520

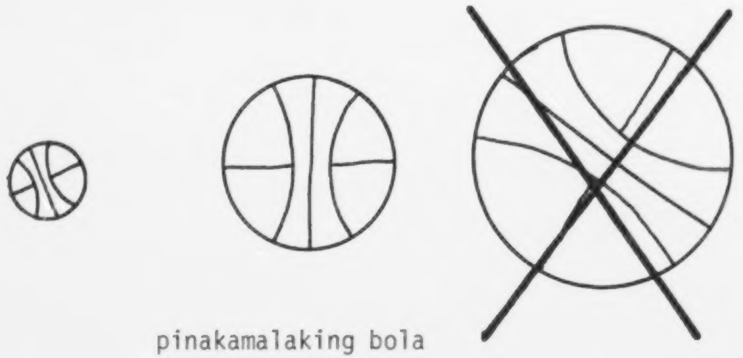




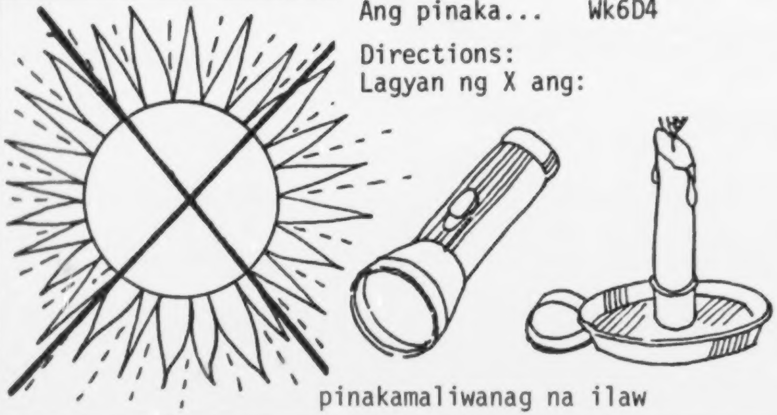
521

THE MOST...
Ang pinaka... Wk6D4

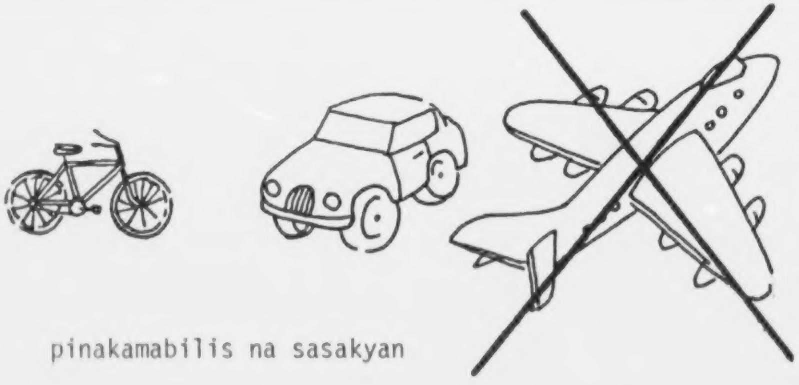
Directions:
Lagyan ng X ang:



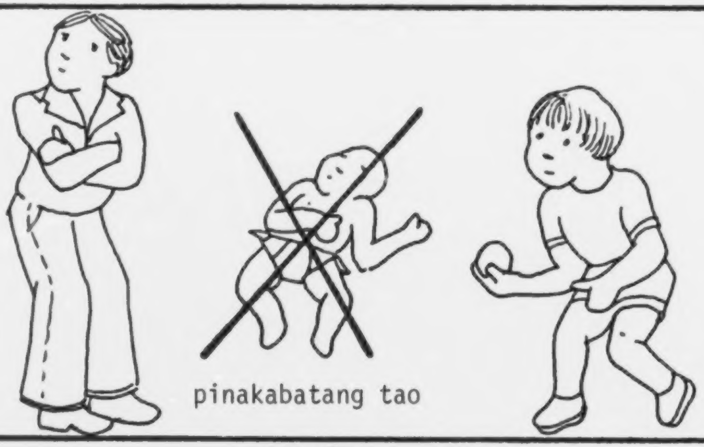
pinakamalaking bola



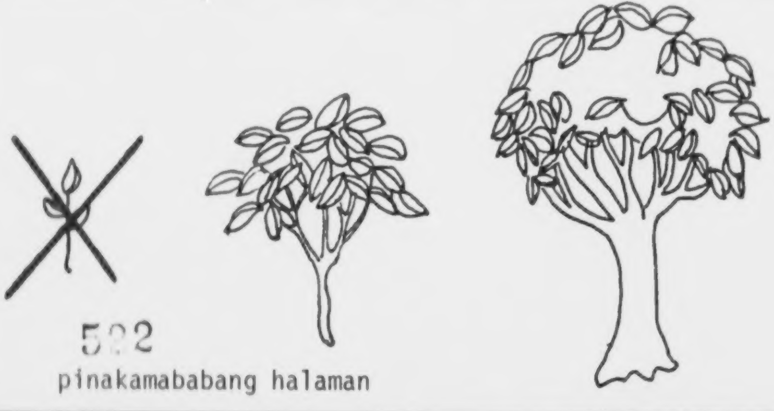
pinakamaliwanag na ilaw



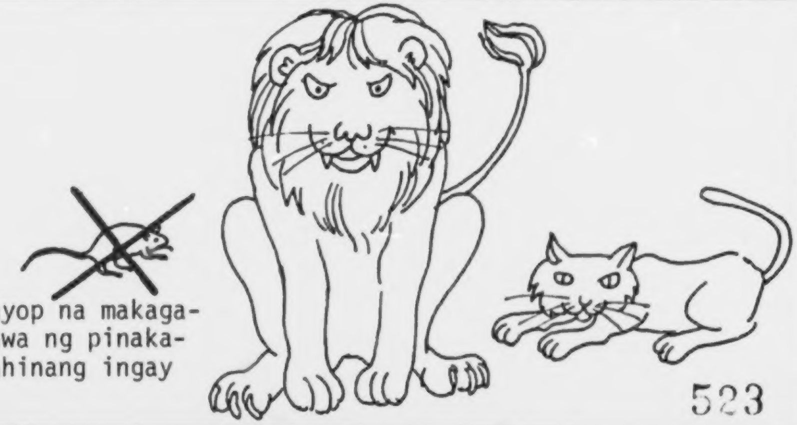
pinakamabilis na sasakyan



pinakabatang tao



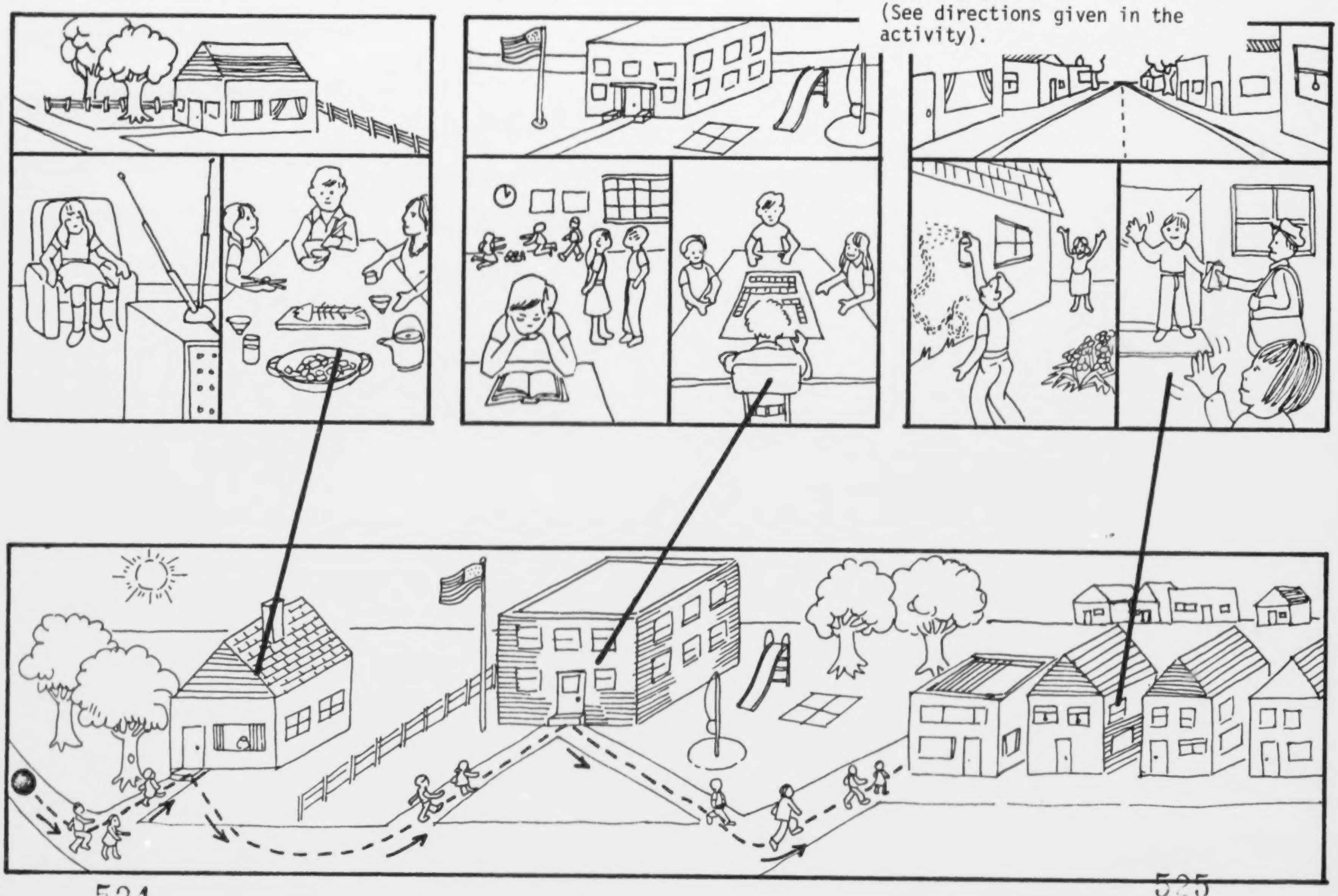
pinakamababang halaman



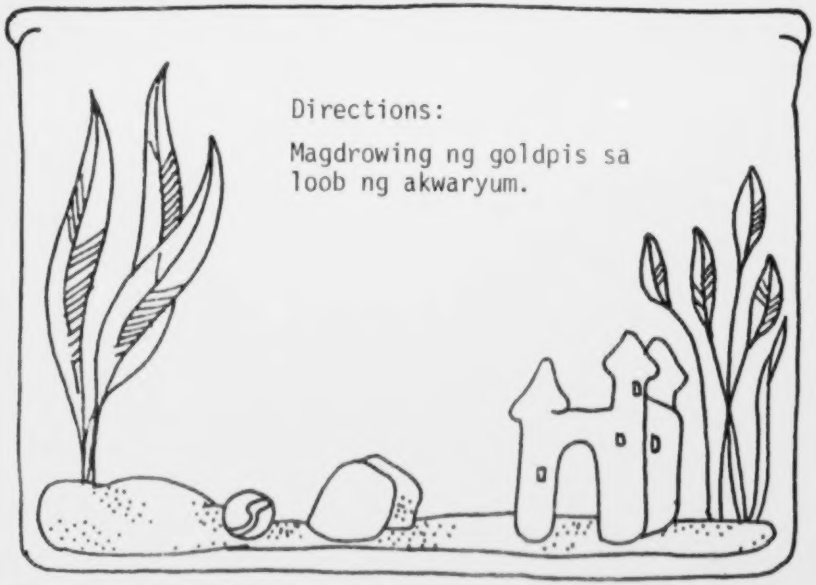
hayop na makagagawa ng pinakamahinang ingay

WE BELONG TO DIFFERENT GROUPS
Tayo'y kasapi sa iba't-ibang pangkat   Wk7D1

Directions:
(See directions given in the activity).

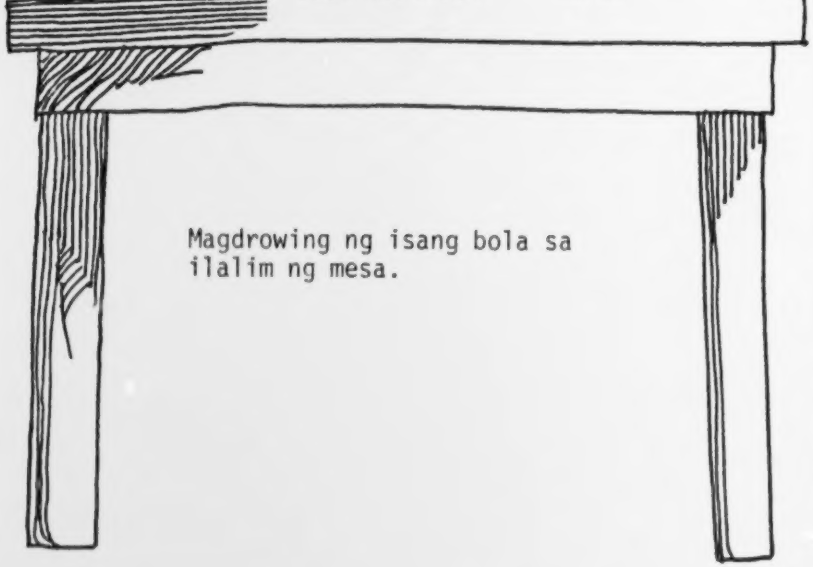


LOCATION
Saan naruroon? Wk7D2

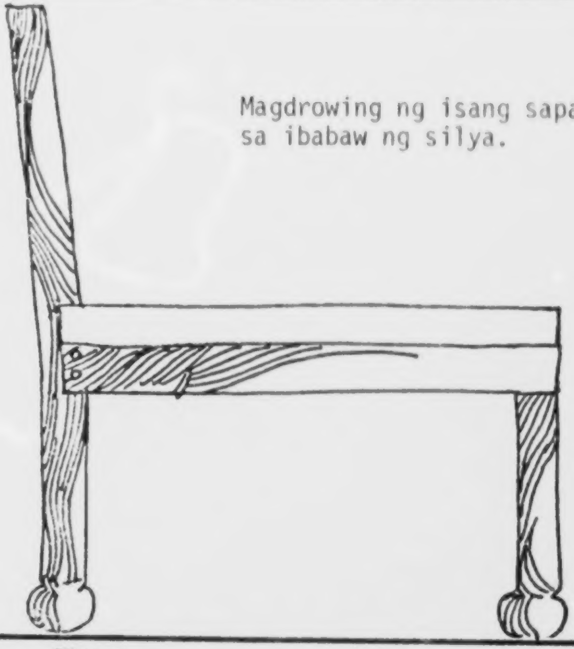


Directions:

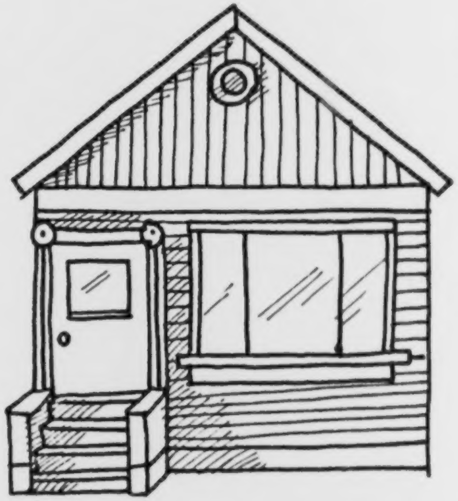
Magdrowing ng goldpis sa loob ng akwaryum.



Magdrowing ng isang bola sa ilalim ng mesa.



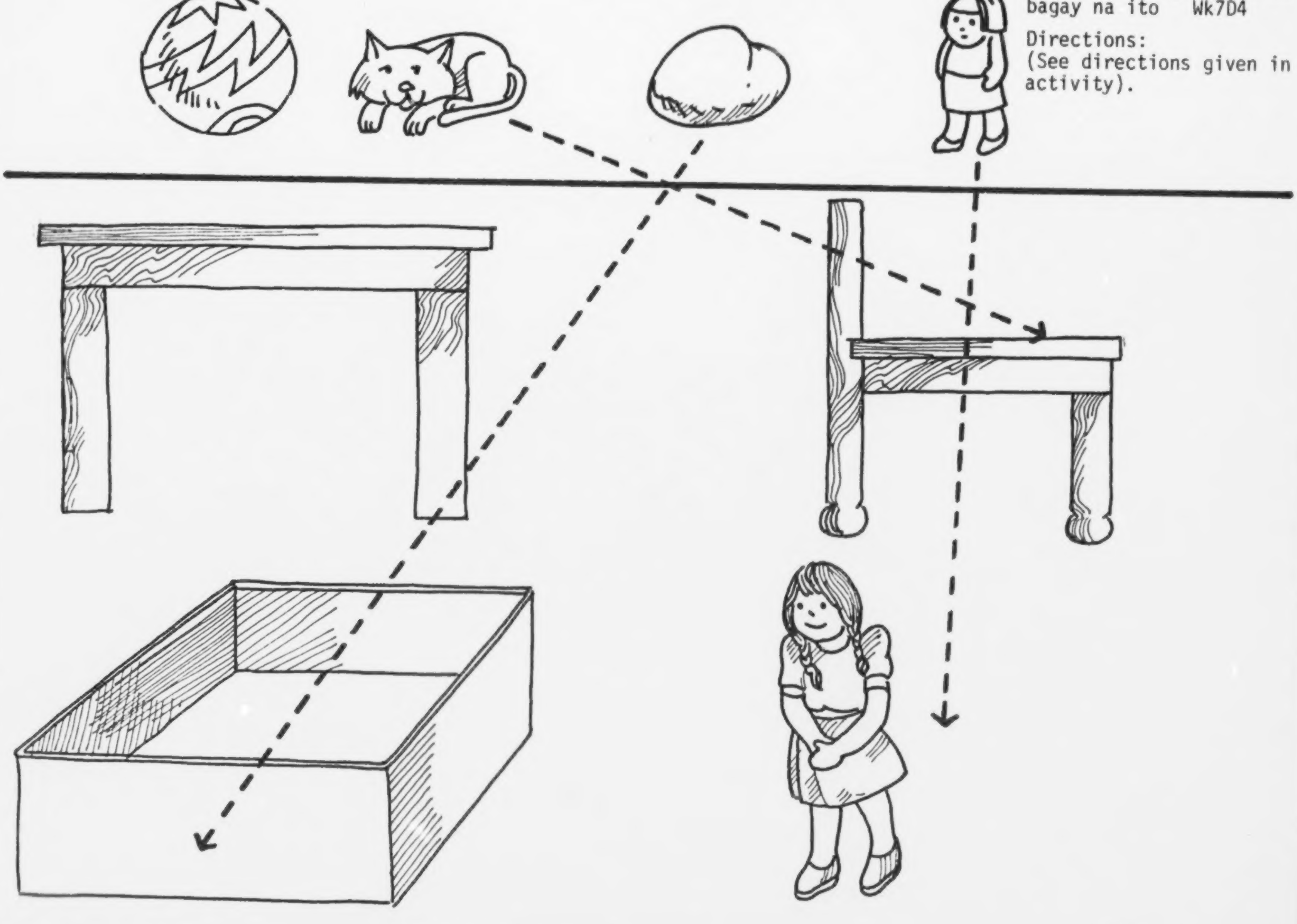
Magdrowing ng isang sapatos sa ibabaw ng silya.



Magdrowing ng isang batang lalaki sa labas ng bahay.

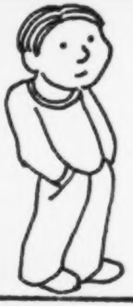
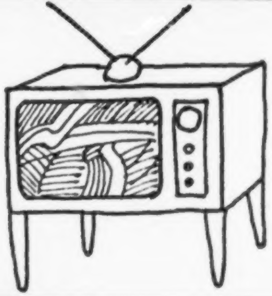
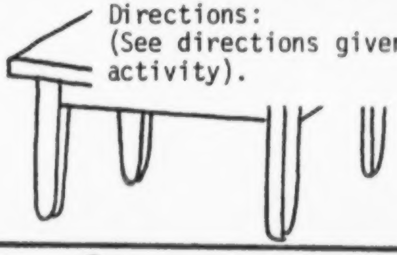
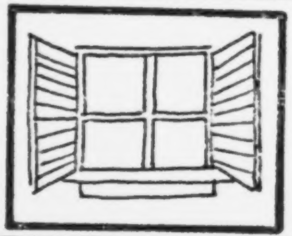
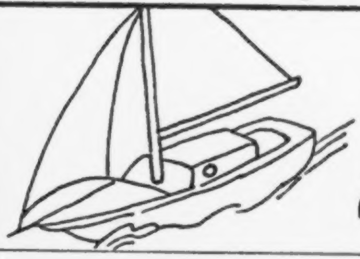
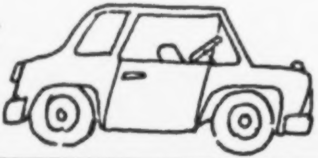
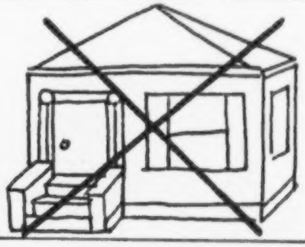
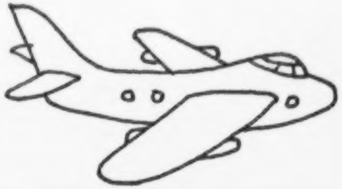
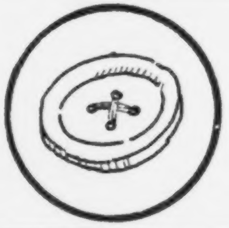
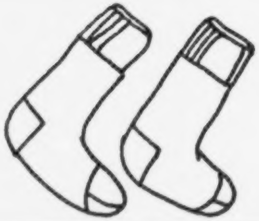
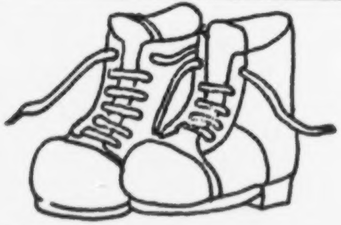
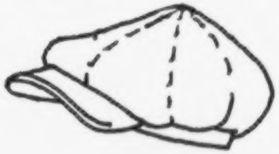
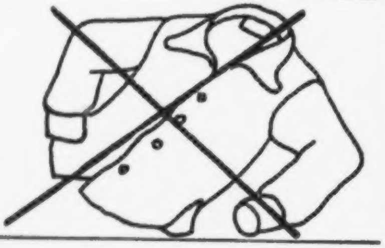
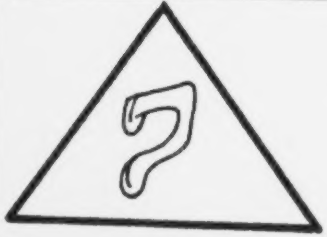
FIND A PLACE FOR THESE THINGS
Humanap ng lugar para sa mga bagay na ito   Wk7D4

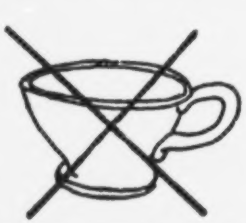
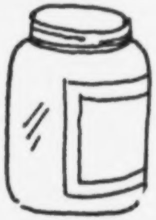
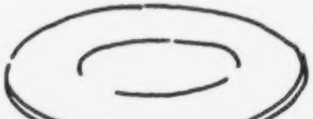
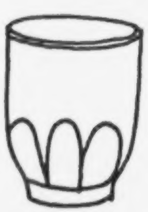
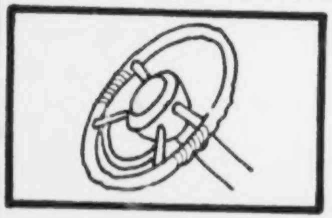
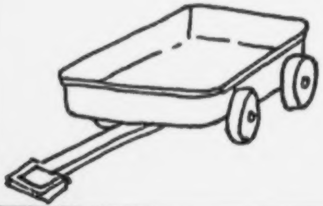
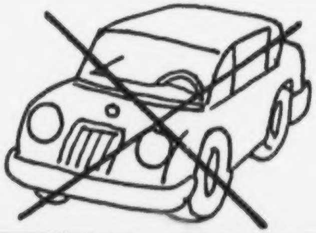
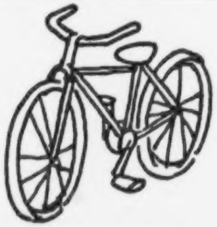
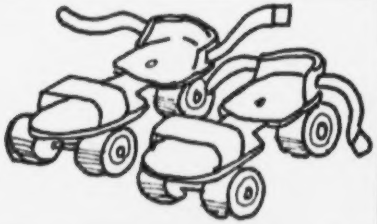
Directions:
(See directions given in the activity).



PARTS OF WHOLES
Mga bahagi ng kabuuan Wk8D3

Directions:
(See directions given in the activity).

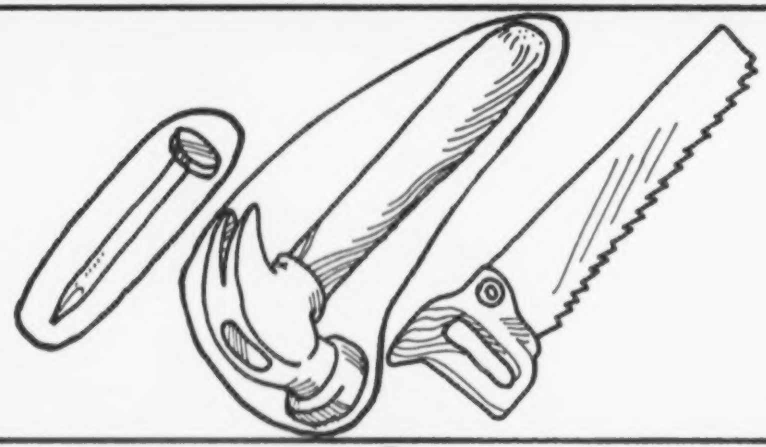















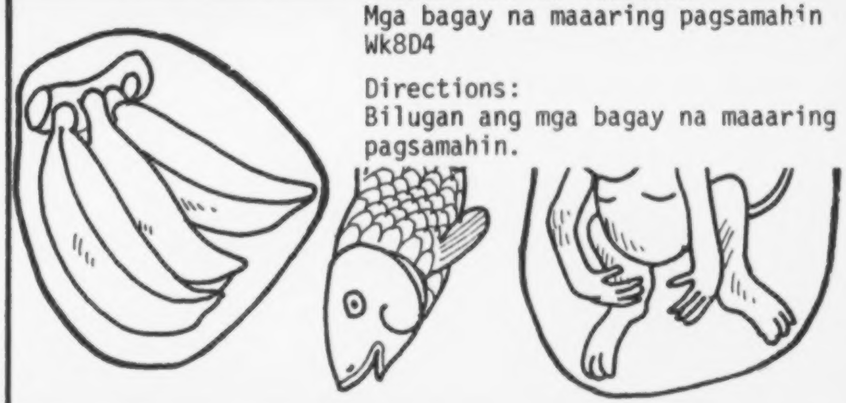










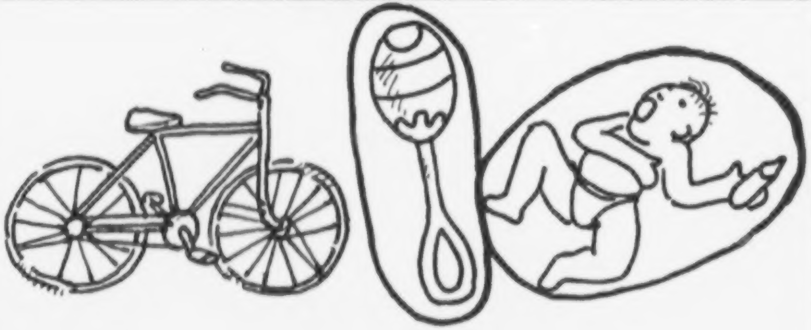
THINGS THAT GO TOGETHER

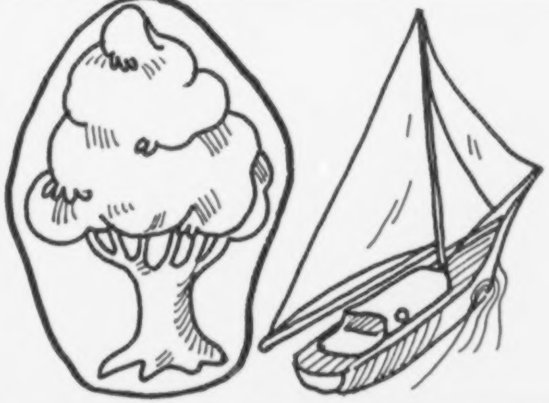
Mga bagay na maaaring pagsamahin
Wk8D4

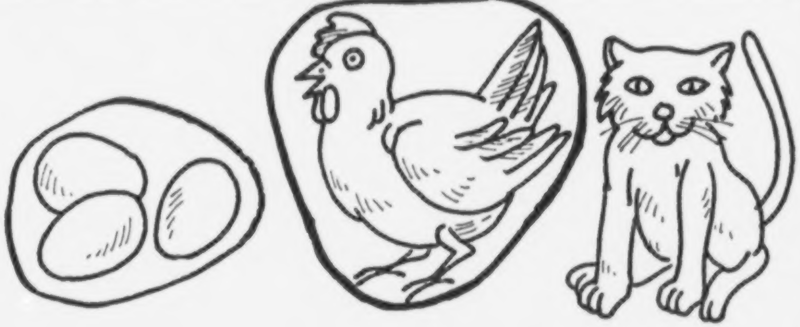
Directions:
Bilugan ang mga bagay na maaaring pagsamahin.

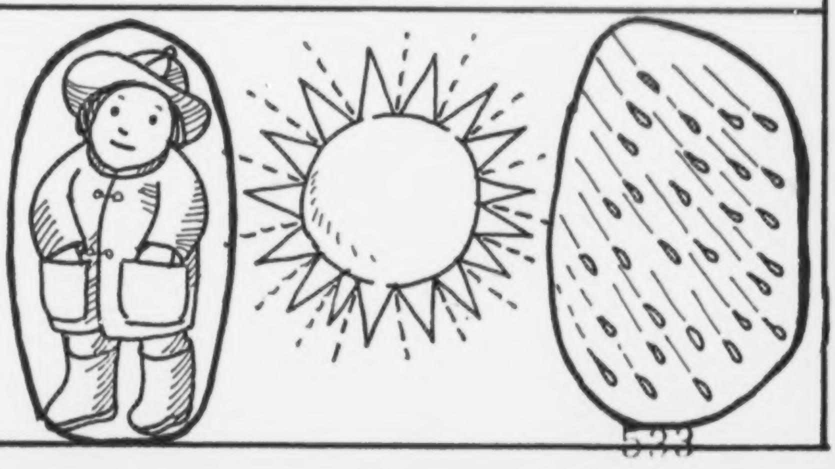






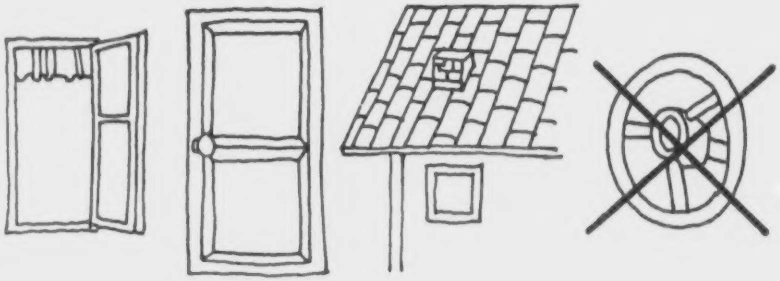


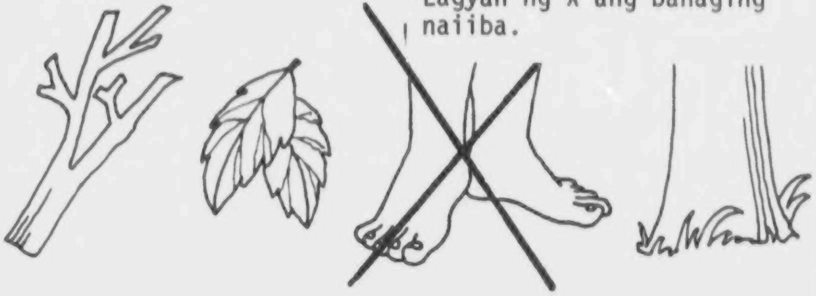


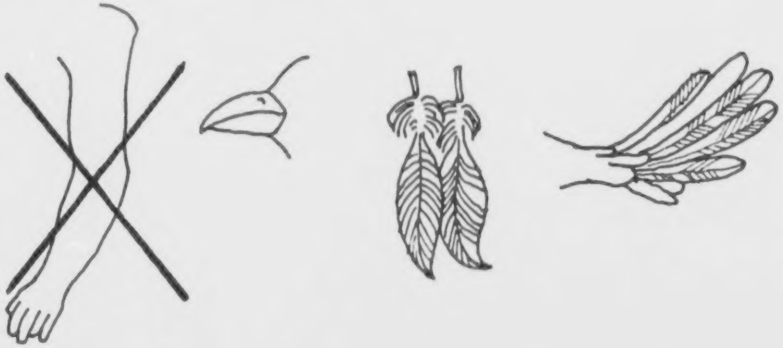


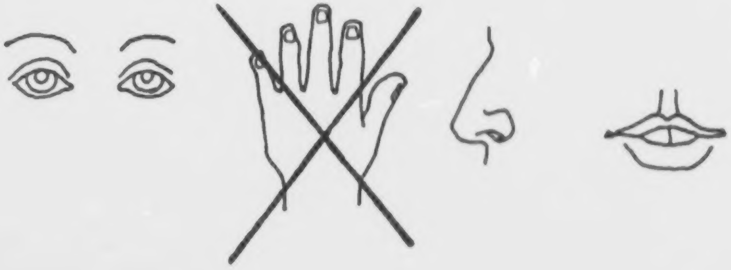
WHAT DOESN'T BELONG?
Alin ang naiiba?   Wk8D4

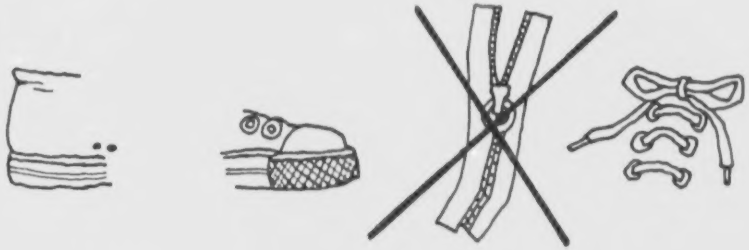
Directions:
Lagyan ng X ang bahaging naiiba.

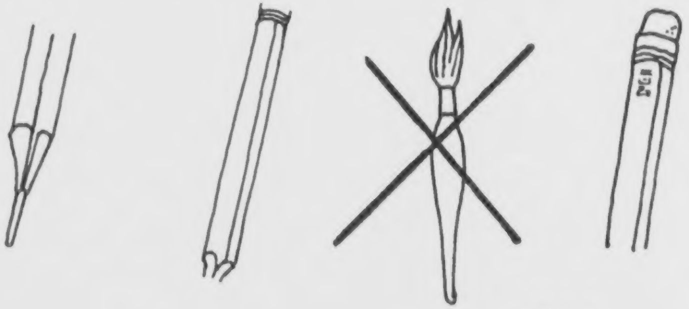


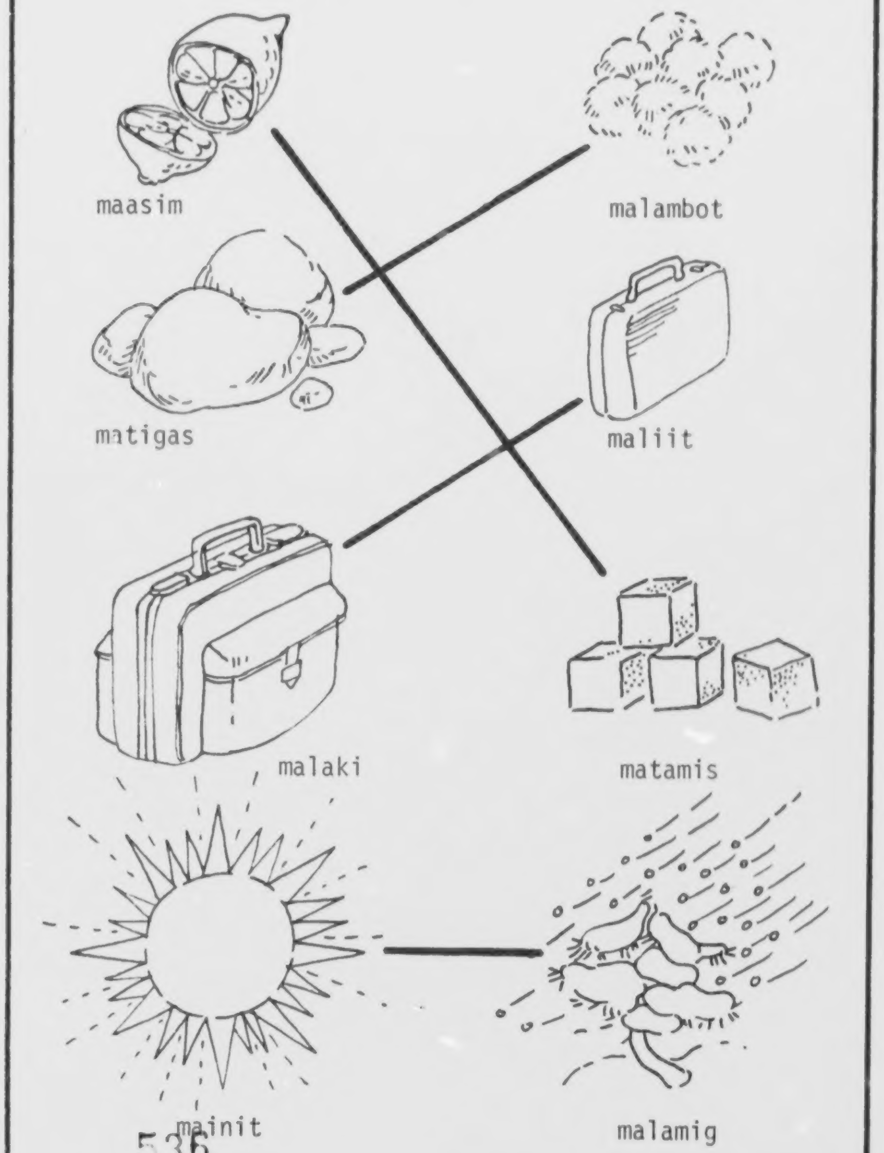






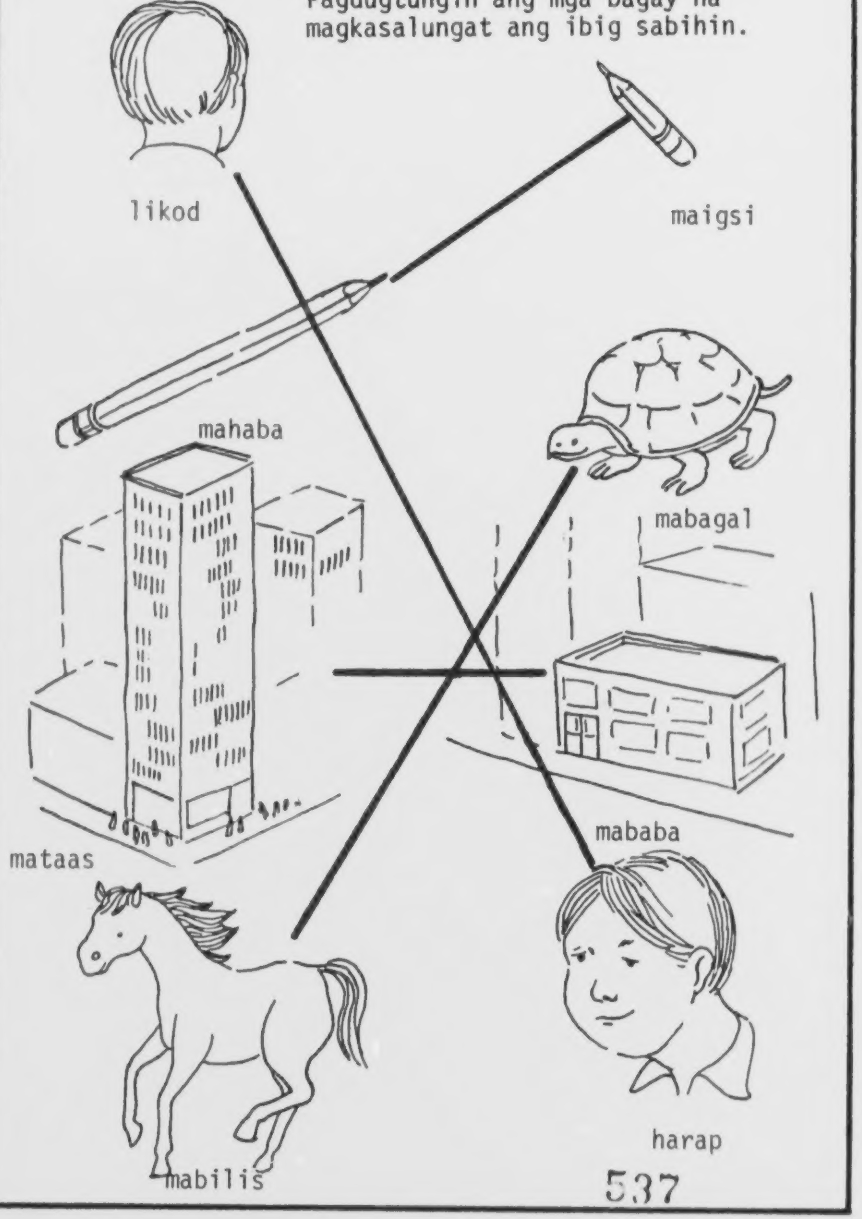




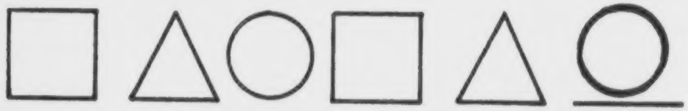

maasim
malambot
matigas
maliit
malaki
matamis
mainit
malamig

ANTONYMS
Kabaligtaran Wk9D3

Directions:
Pagdugtungin ang mga bagay na magkasalungat ang ibig sabihin.


likod
maigsi
mahaba
mabagal
mataas
mababa
mabilis
harap

1.



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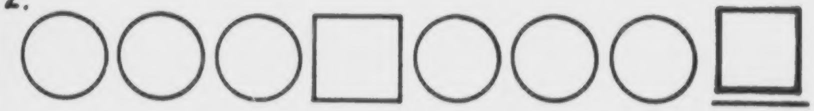

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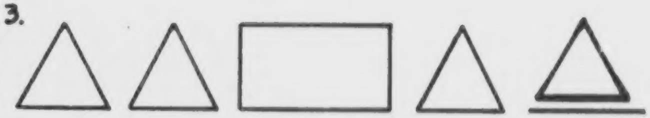

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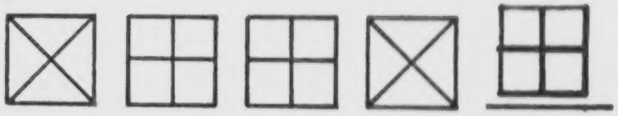

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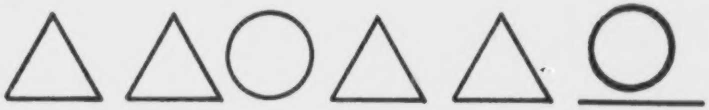
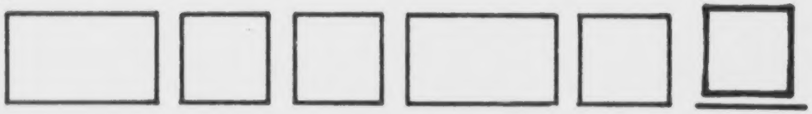


TRENDS
Ano ang susunod?   Wk9D4

Directions:
(See directions given in the activity).

6.



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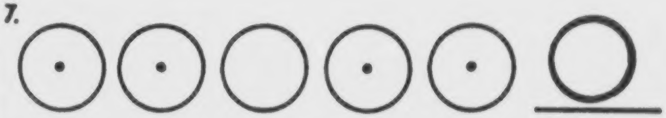

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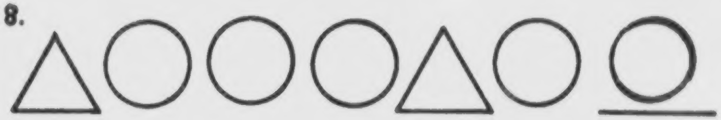
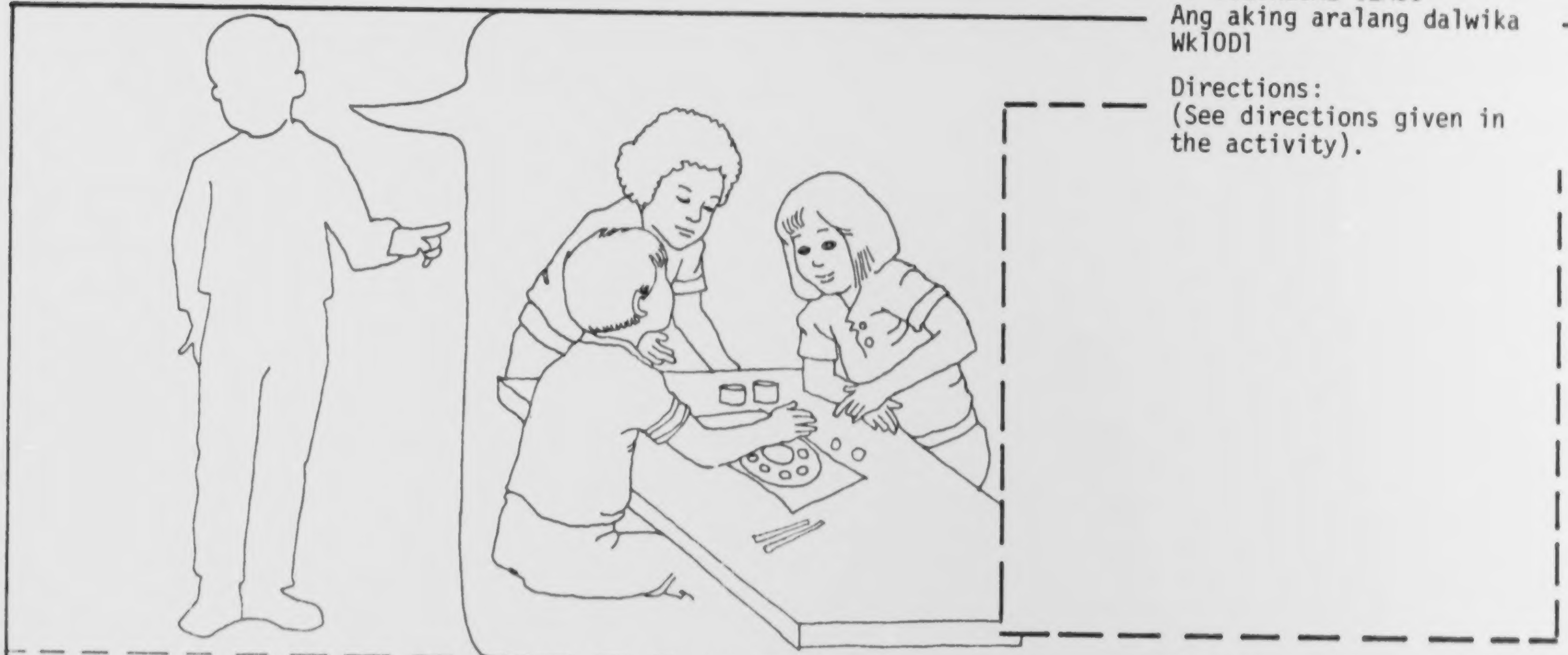
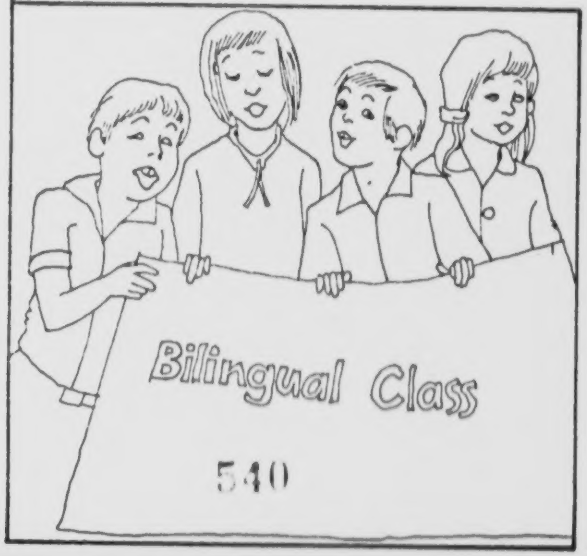
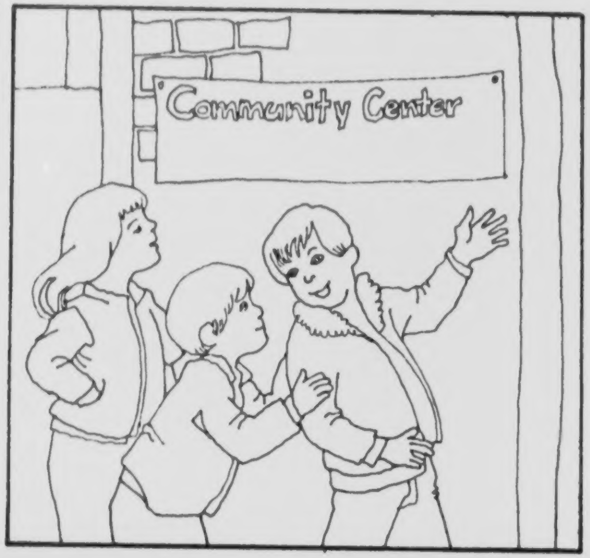


MY BILINGUAL CLASS
Ang aking aralang dalwika
Wk10D1

Directions:
(See directions given in the activity).




Bilingual Class

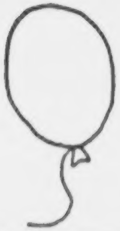
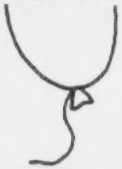
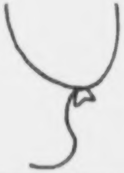

Community Center

FOLLOW DIRECTIONS I

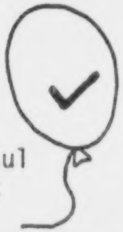
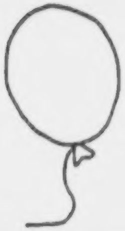
Pagsunod sa mga panuto Wk10

Directions:

1

Kulayan ng asul
ang pang-apat
na lobo.

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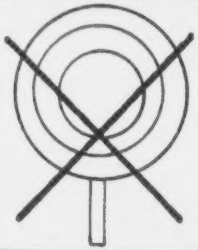
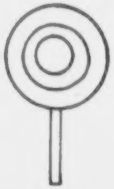
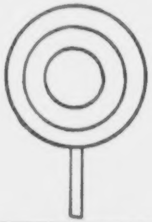


Lagyan ng X ang
pinakamalaking
lolipop.

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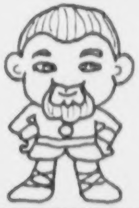
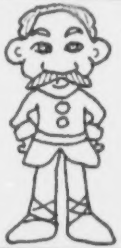
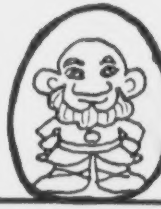



Bilugan ang pinakamaliit na
duwende.



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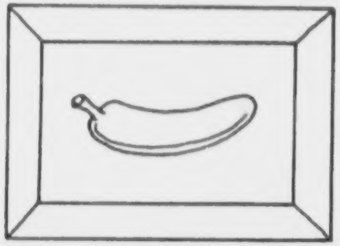
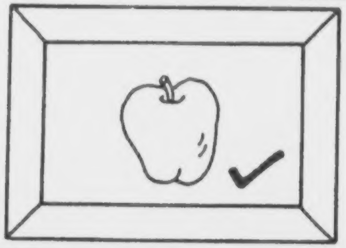
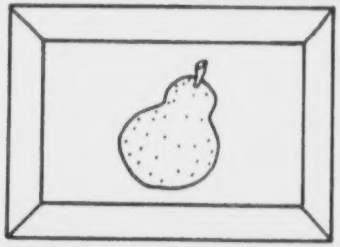
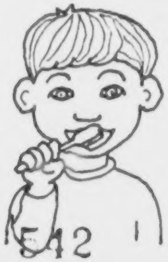
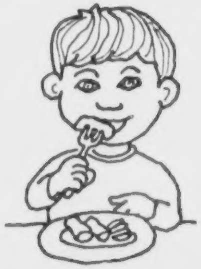
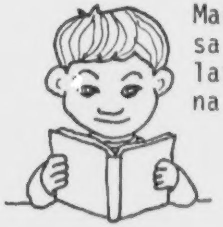
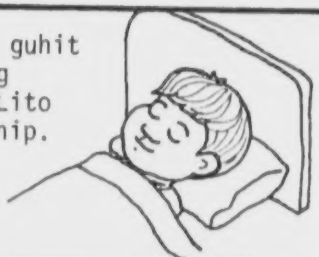




Kulayan ng
berde ang larawang nasa gitna.

5

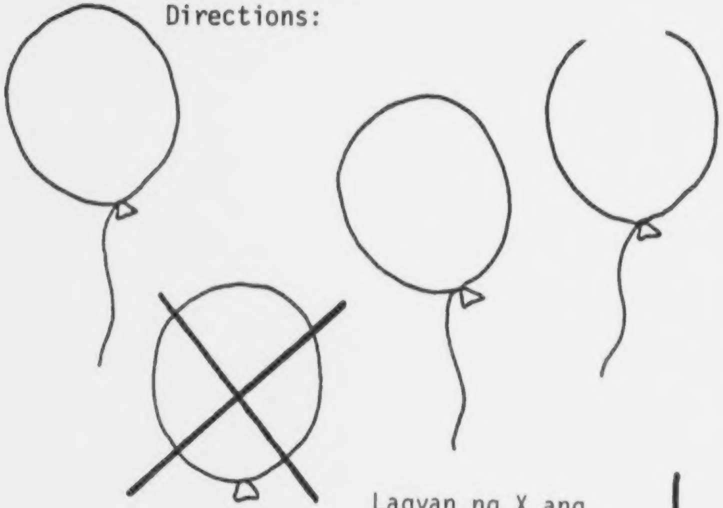




Maglagay ng guhit
sa ilalim ng
larawan ni Lito
na nananaginip.



FOLLOW DIRECTIONS II
Pagsunod sa mga panuto   Wk10

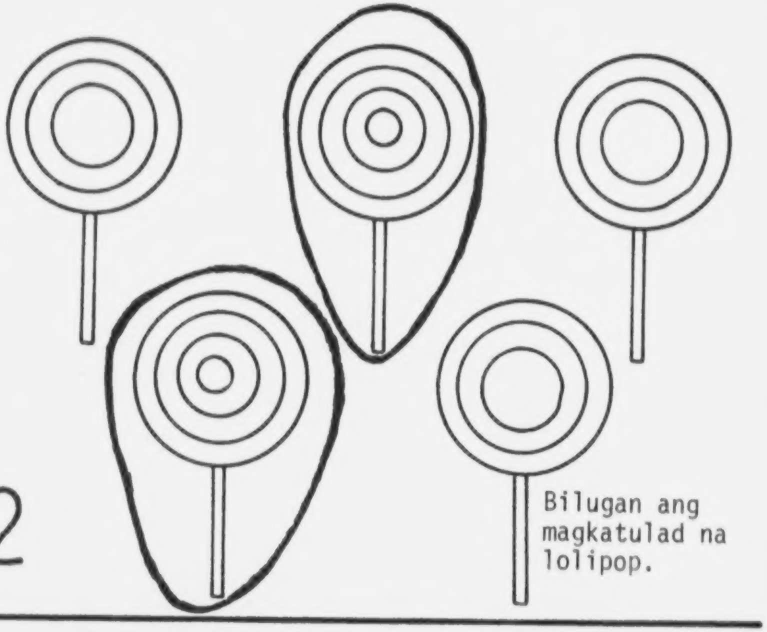
Directions:



Lagyan ng X ang lobong naiiba.

1

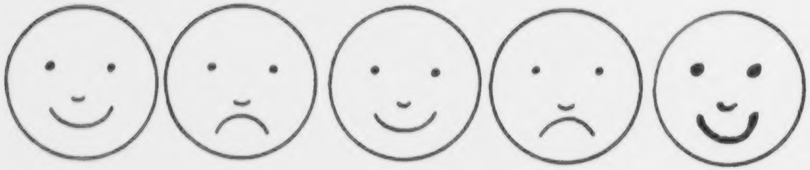
2



Bilugan ang magkatulad na lolipop.

3

Tingnan ang mga mukha. Ano ang susunod? Idrowing ito sa susunod na bilog.



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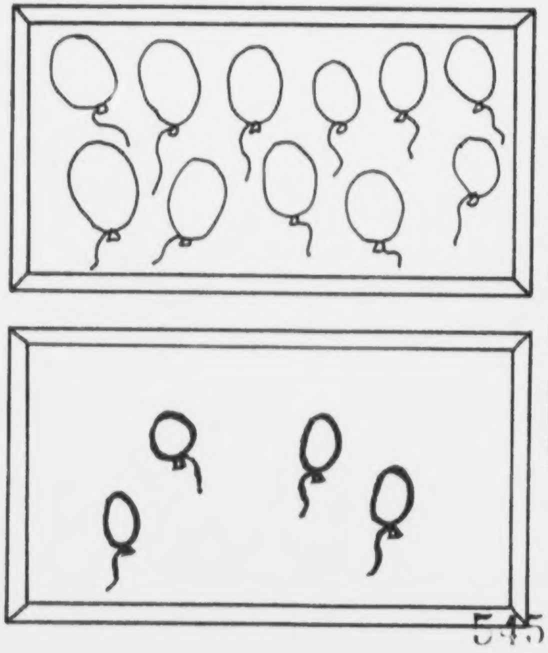
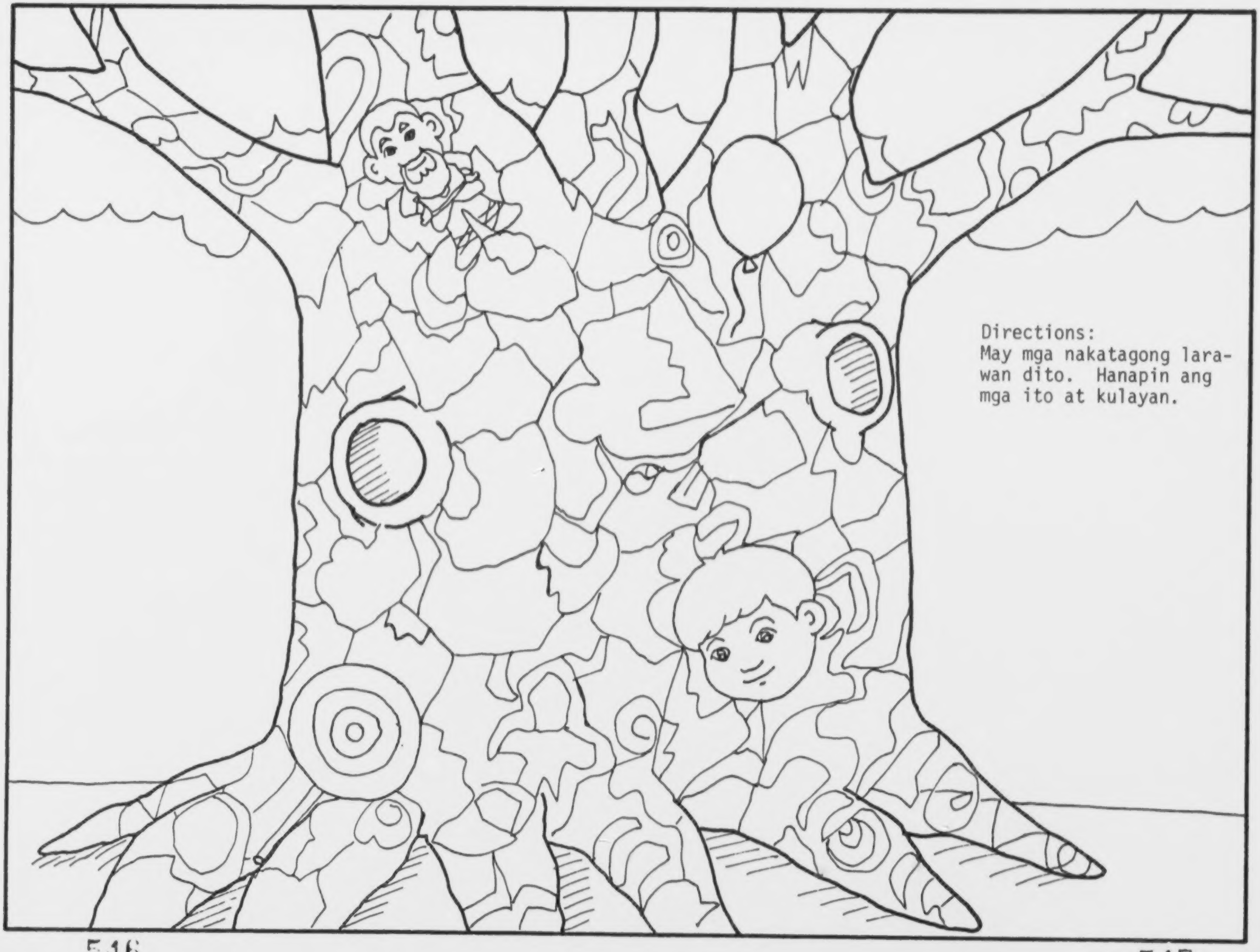


Tingnan ang larawan sa itaas. Ano ang nakikita ninyo? (maraming lobo) Ano ang kabaligtaran ng marami? (kaunti) Magdrowing ng larawang nagpapakita ng kaunting lobo sa kuwadro sa ibaba.

FIND THE HIDDEN PICTURES

Hanapin ang mga larawang nakatago Wk10



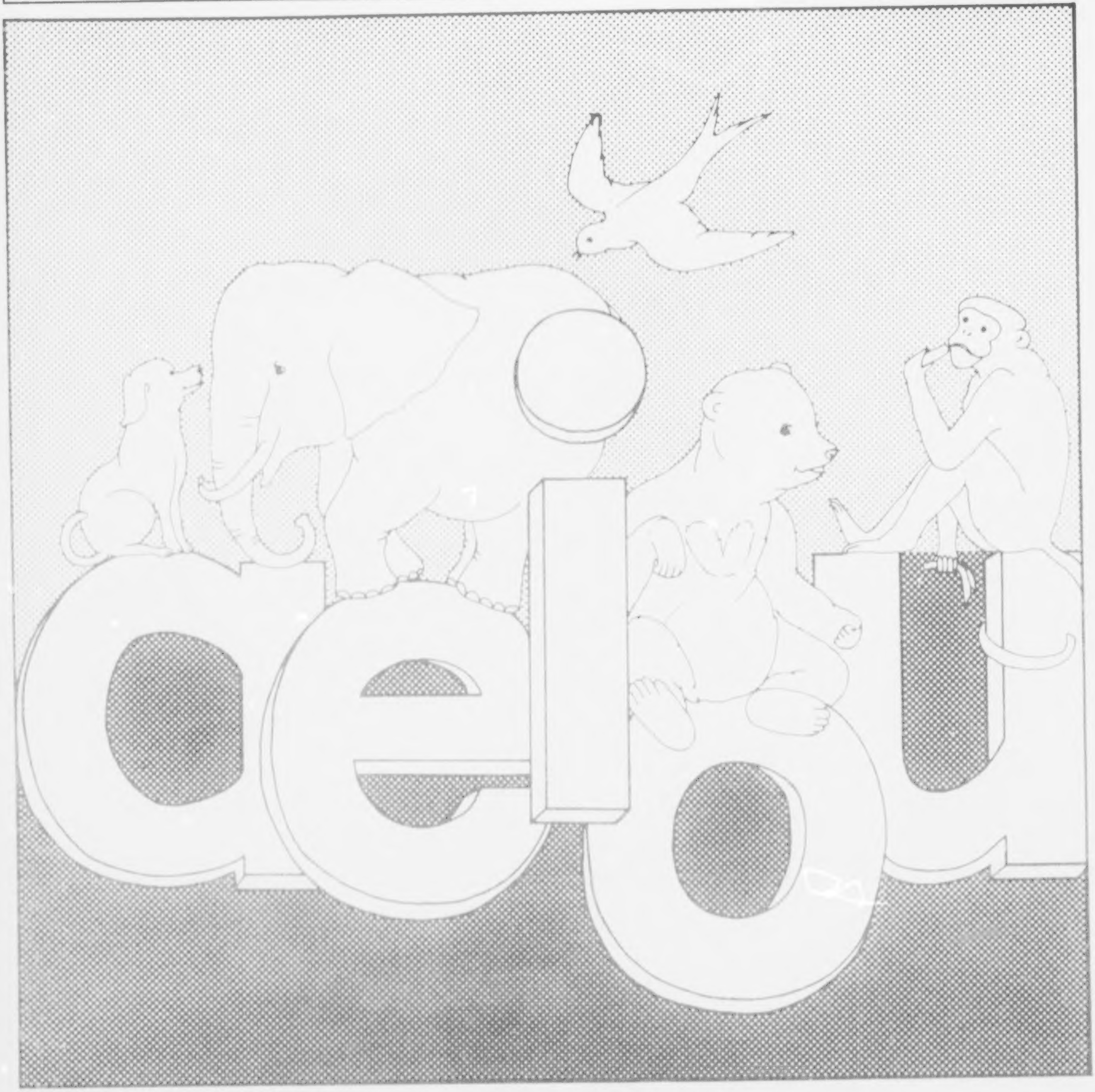
Directions:
May mga nakatagong larawan dito. Hanapin ang mga ito at kulayan.

Sining ng Wika Pangkindergarten

Kindergarten Language Arts

Student Workbook

Pagkakakilanlan
Identity



ASIAN AMERICAN BILINGUAL CENTER

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Kindergarten Language Arts Student Workbook

Identity

ASIAN AMERICAN BILINGUAL CENTER
Berkeley, California

NATIONAL DISSEMINATION AND ASSESSMENT CENTER
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032

Developed by
ASIAN AMERICAN BILINGUAL CENTER
Berkeley, California

Published and distributed by
NATIONAL DISSEMINATION AND ASSESSMENT CENTER
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032

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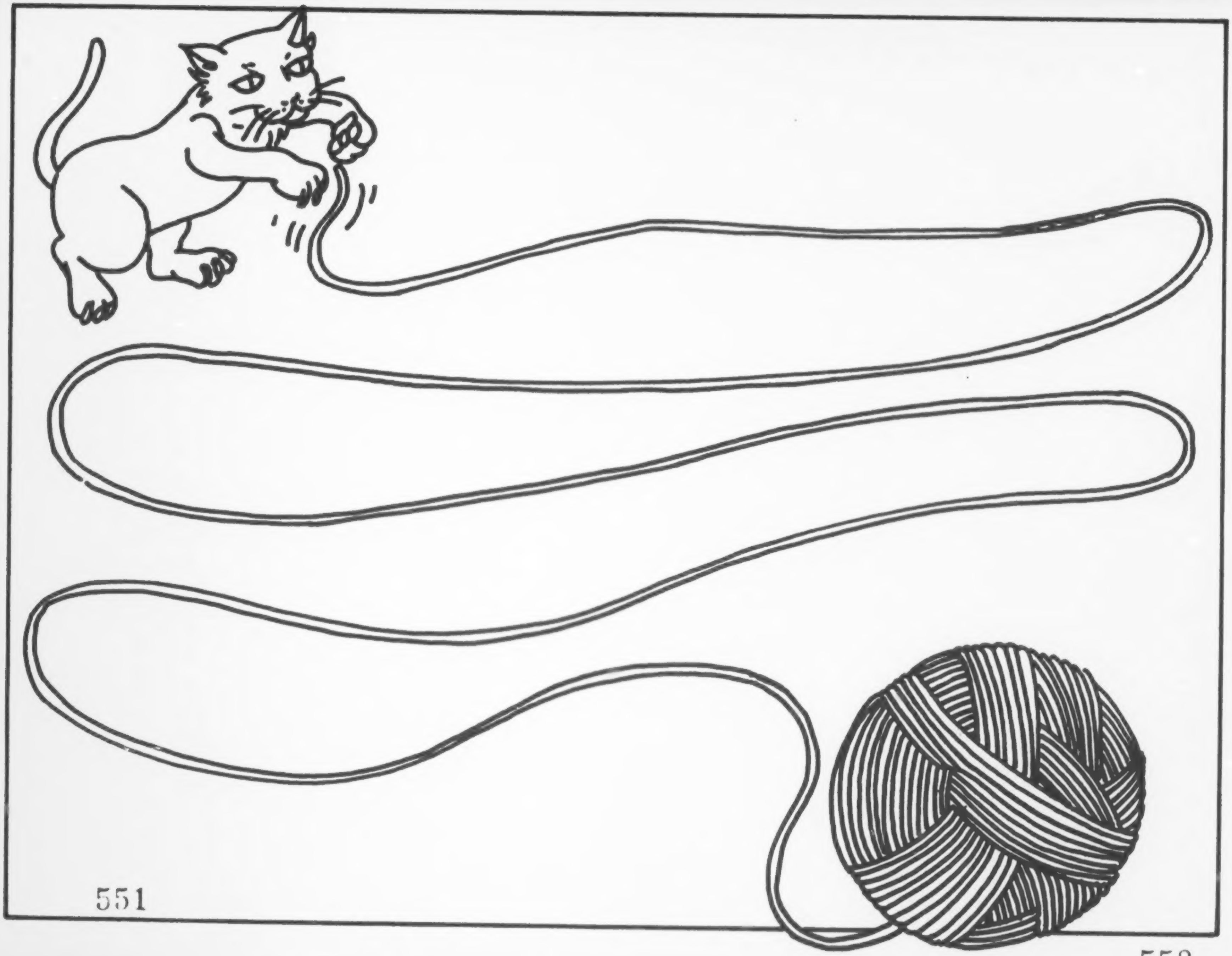
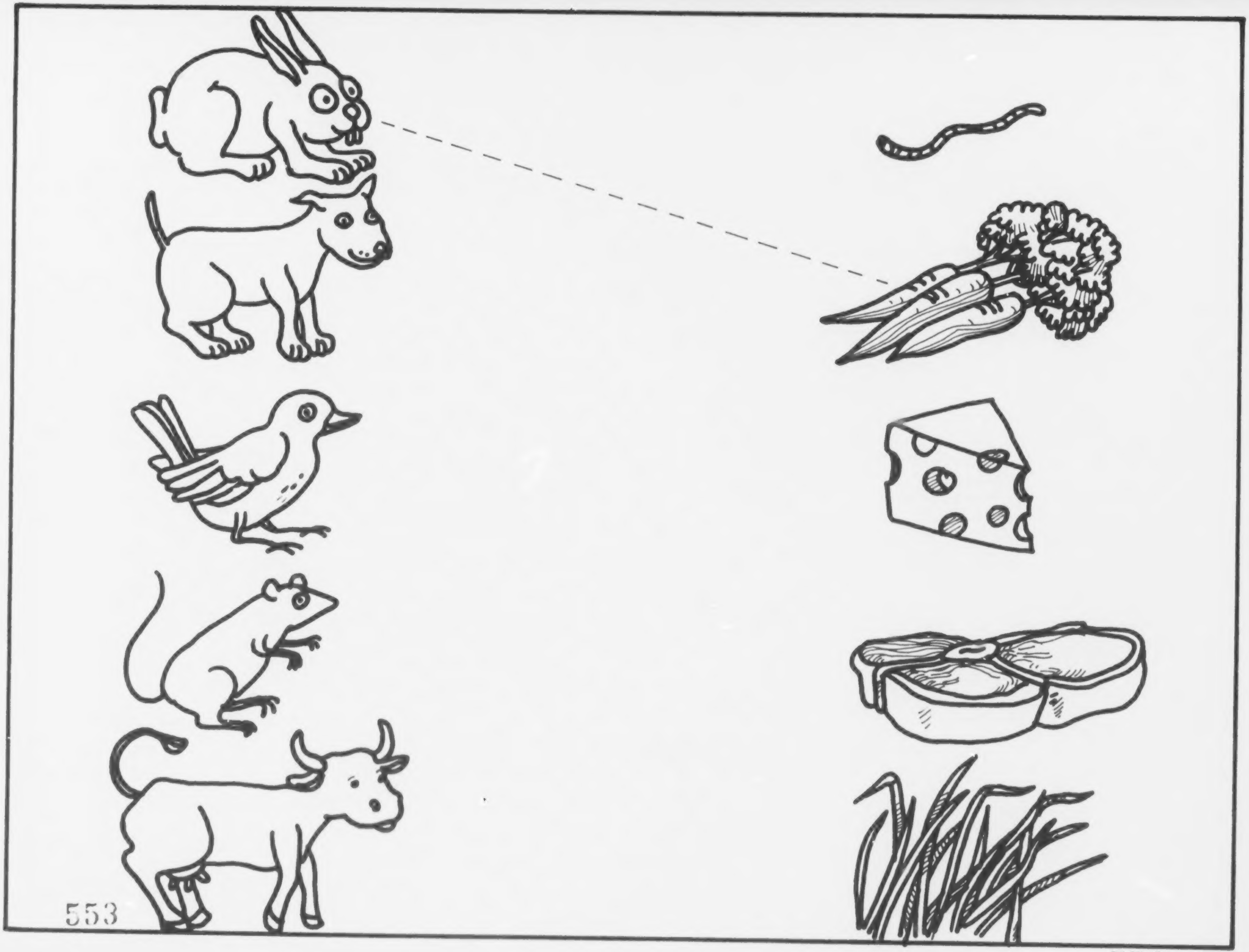
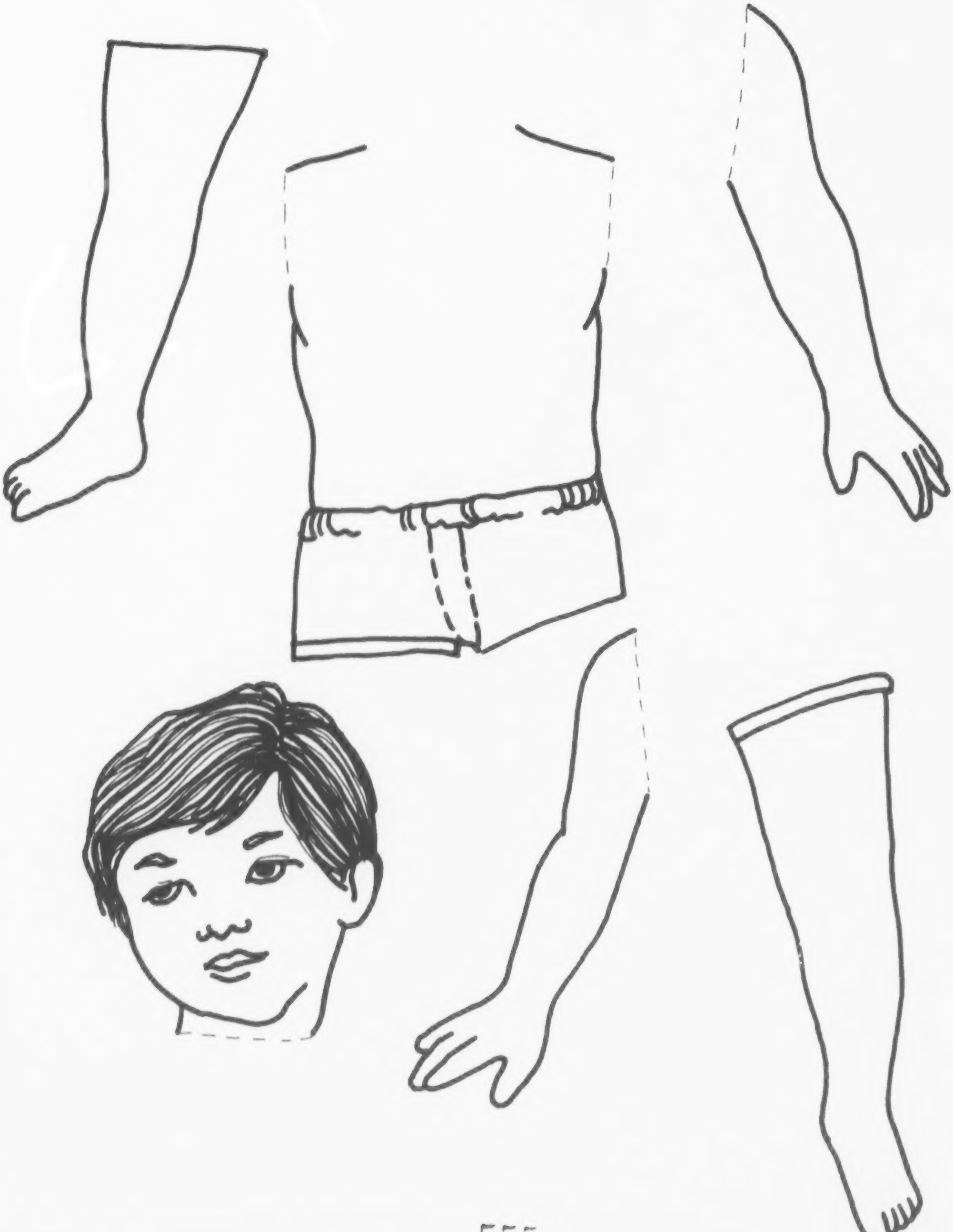
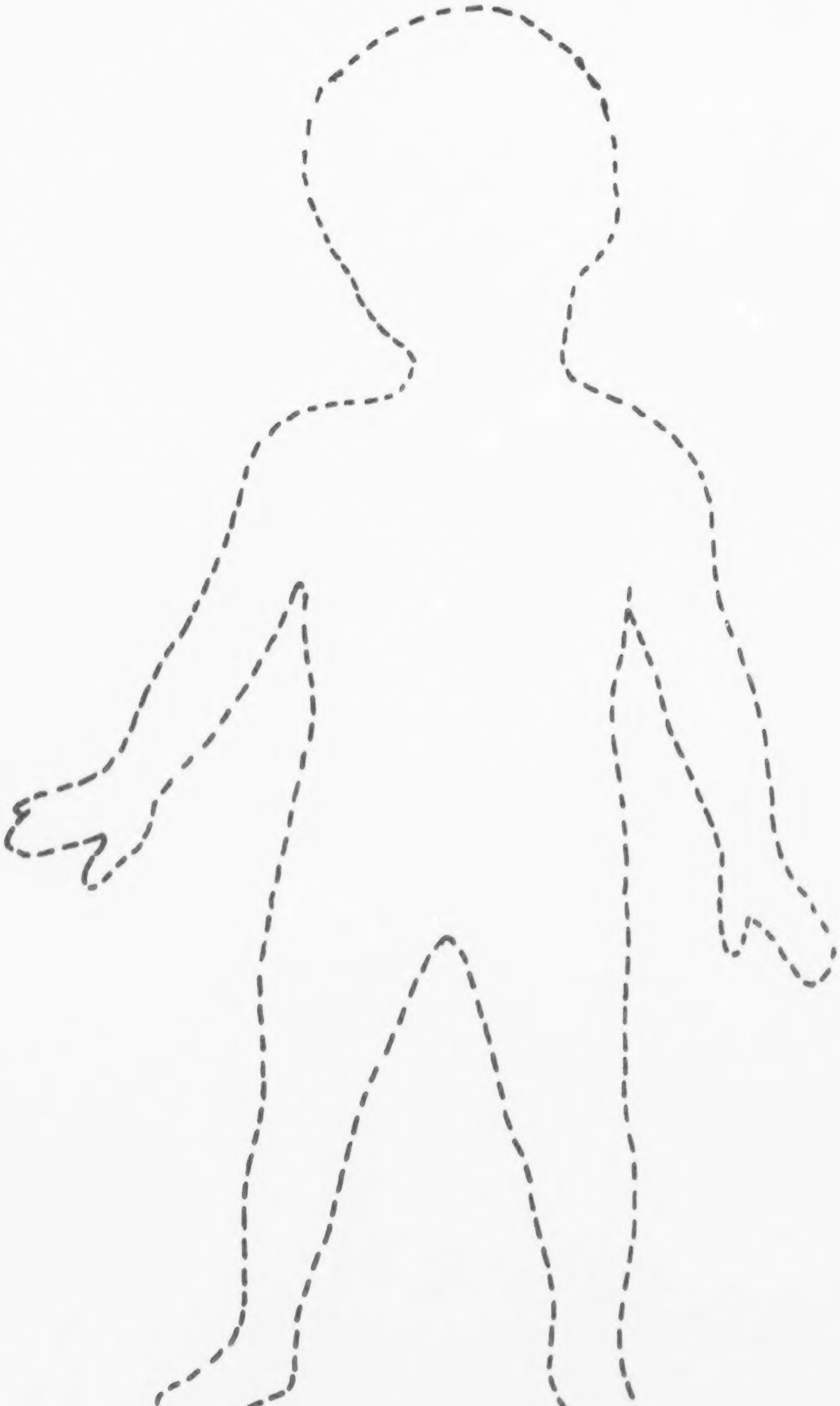


1

2







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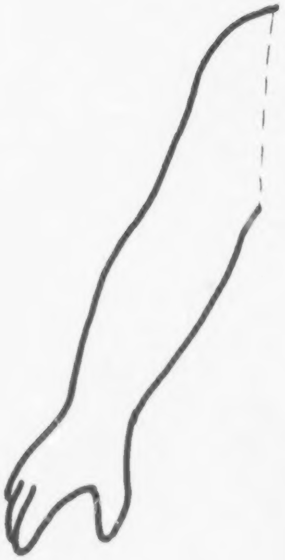
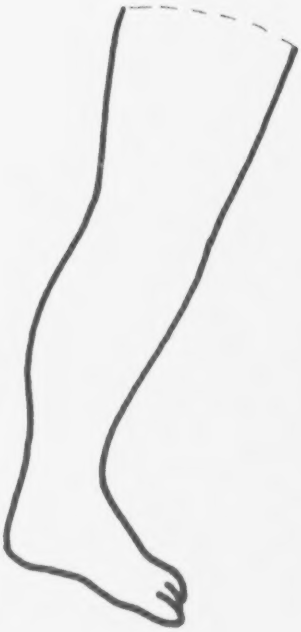
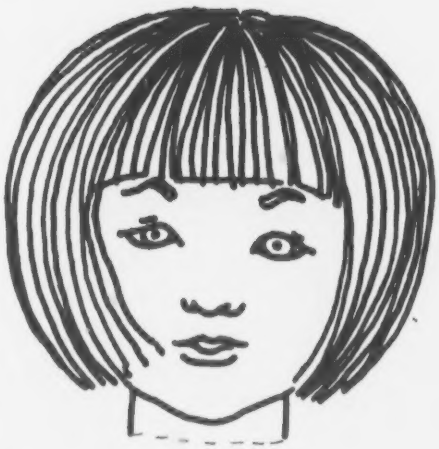
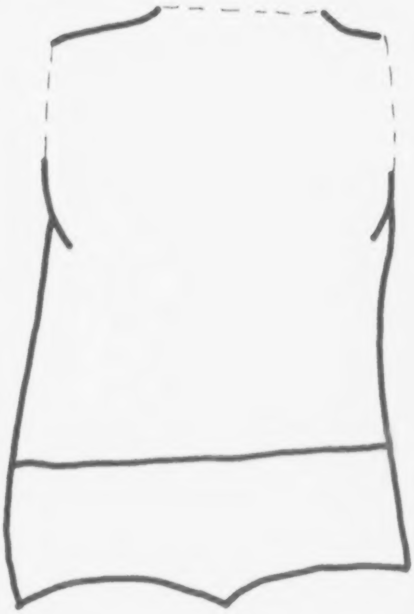
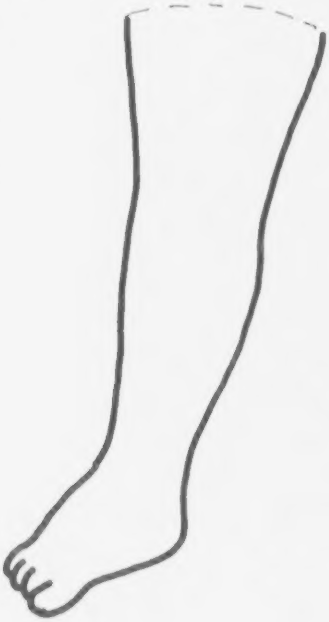
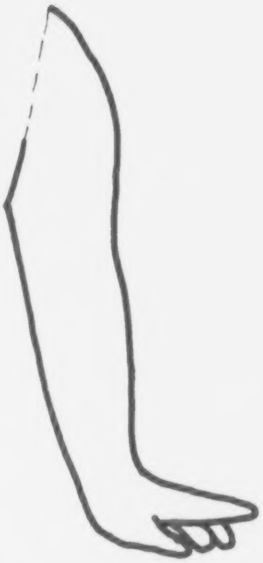


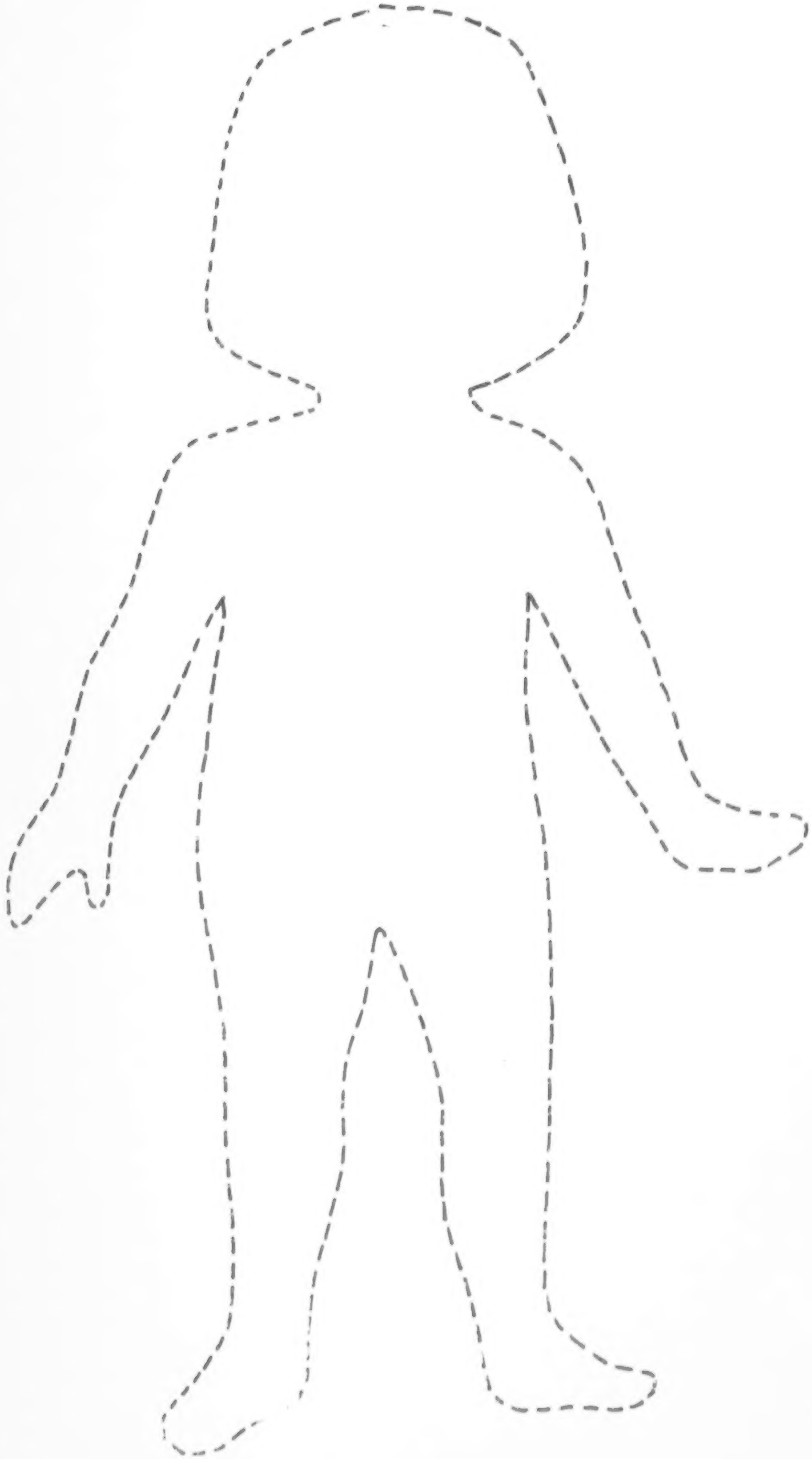


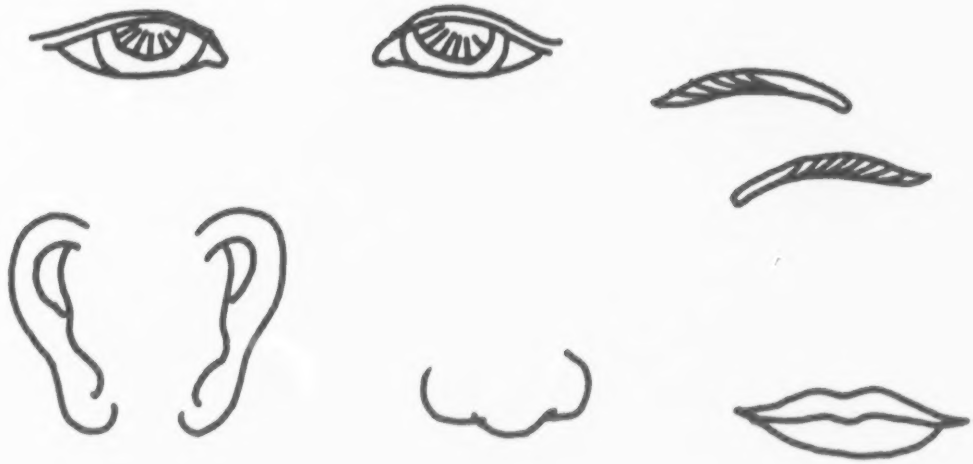


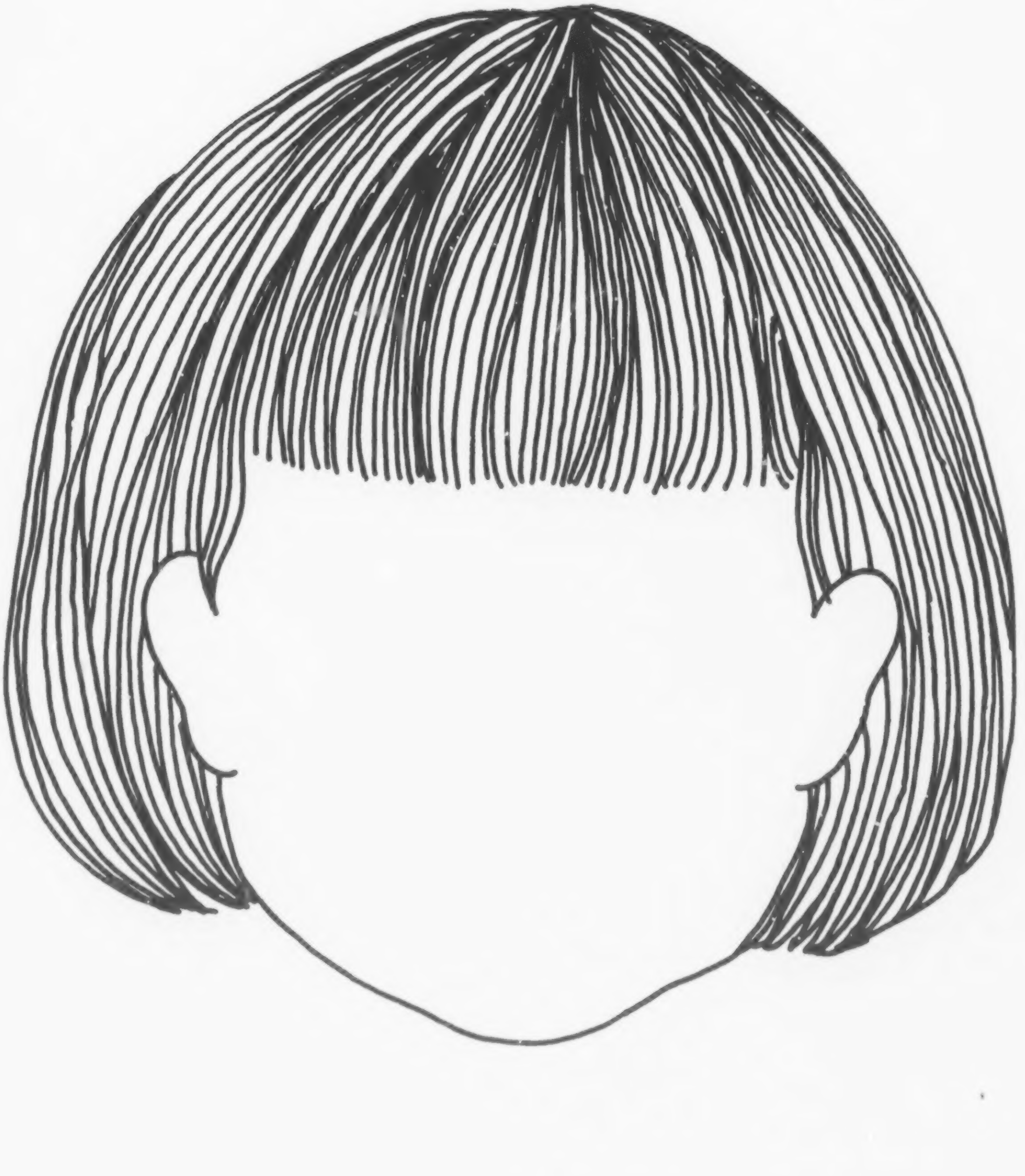


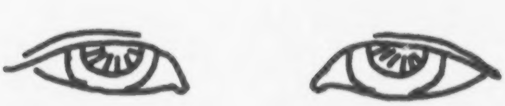


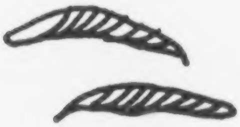


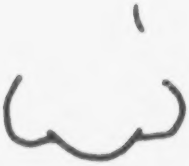


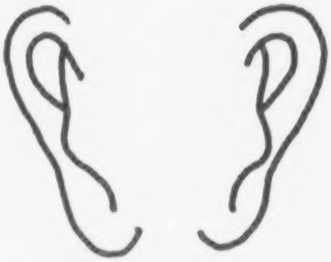


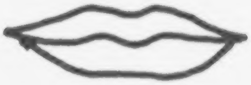


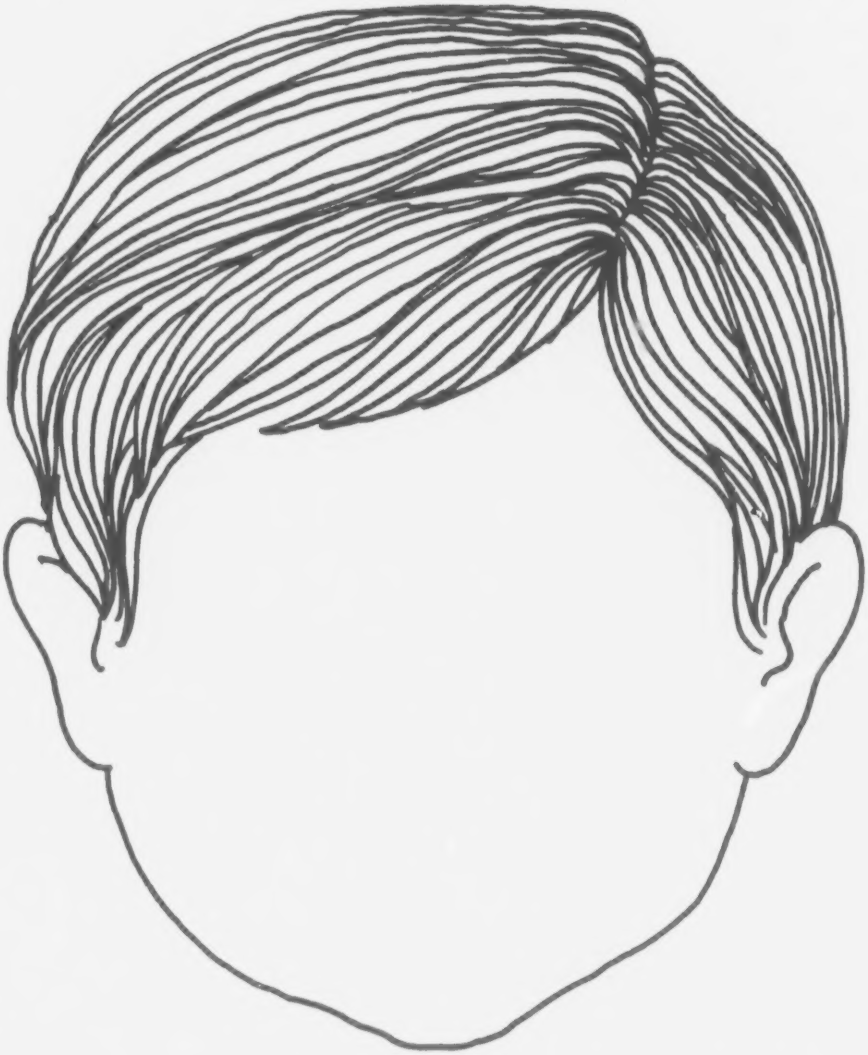




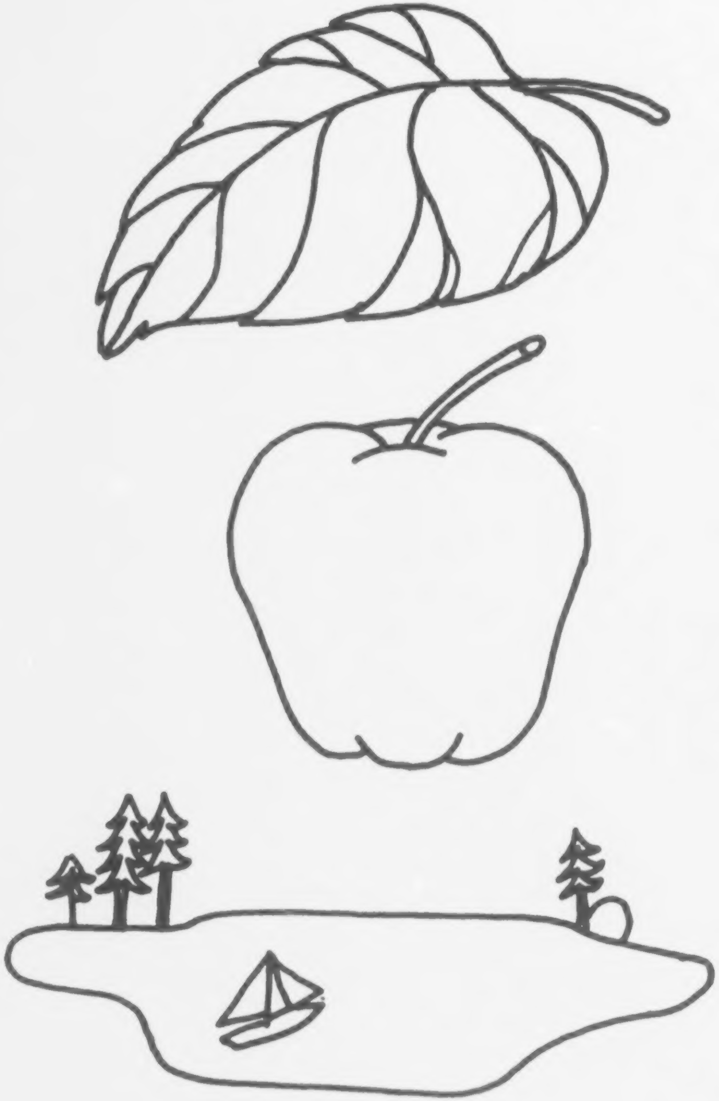








pula	asul	dilaw
itim	puti	kape
berde	oreyns	lila



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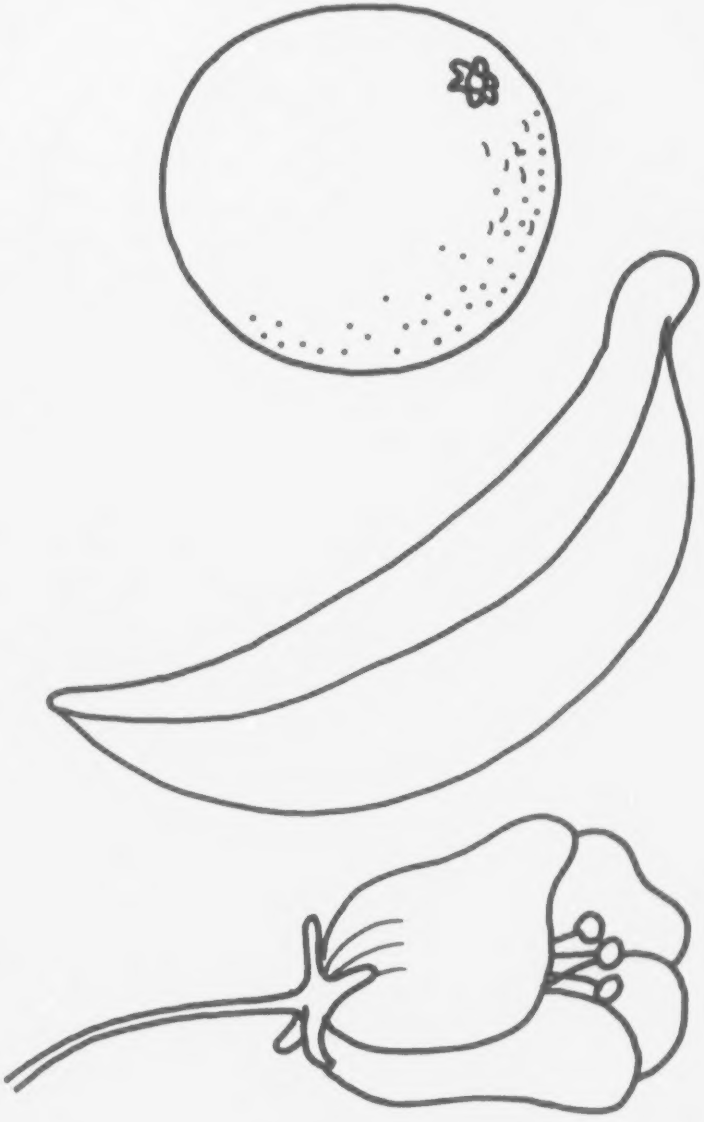
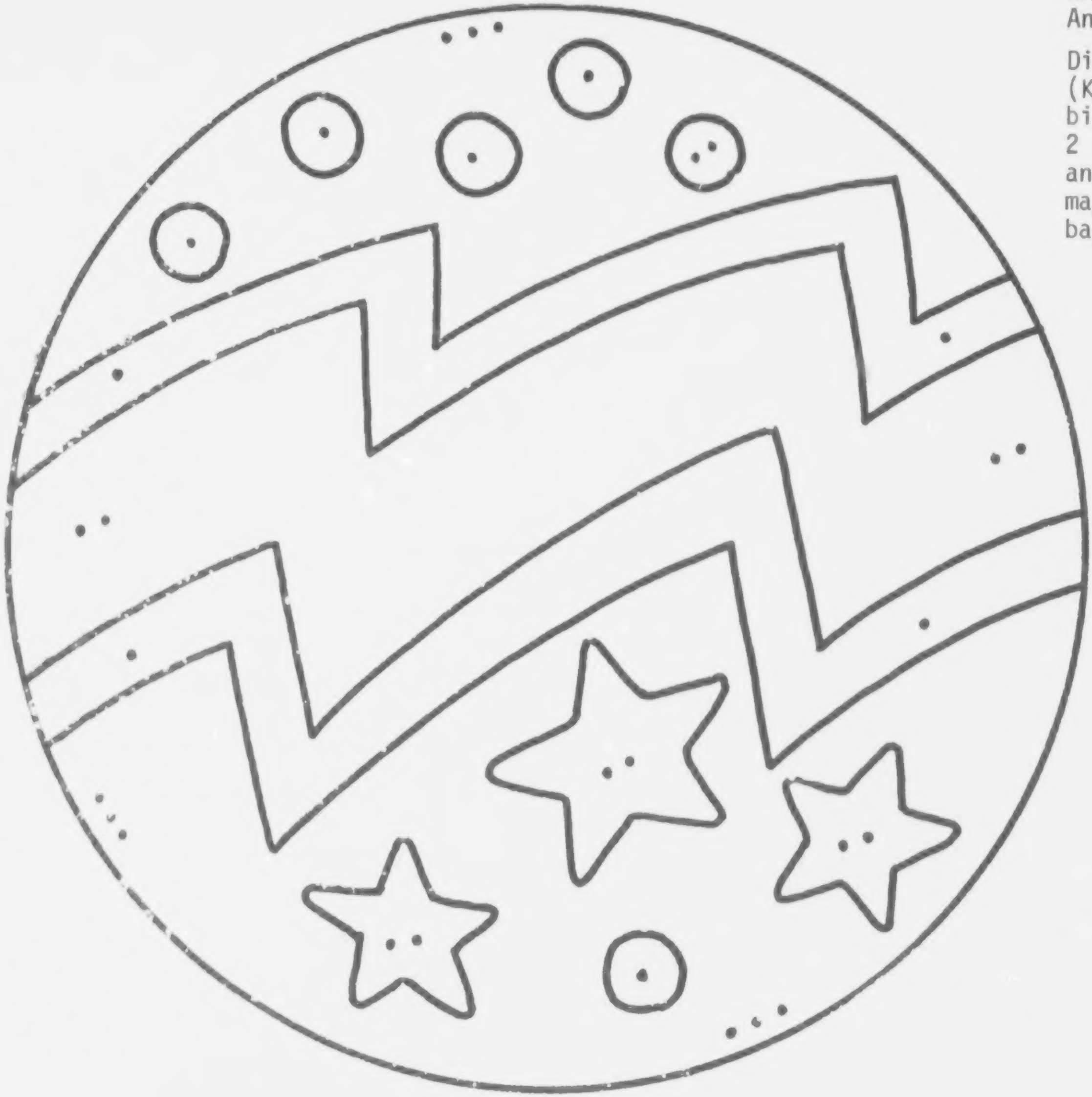


566

WHAT COLOR?
Anong kulay?   Wk3D2

Directions:
(Kulayan ang mga maliliit na bilog sa kanan: 1 - dilaw; 2 - pula; 3 - asul.) Tingnan ang mga tuldok sa bola. Kung may isang tuldok, kulayan ang bahaging iyon ng dilaw...etc.



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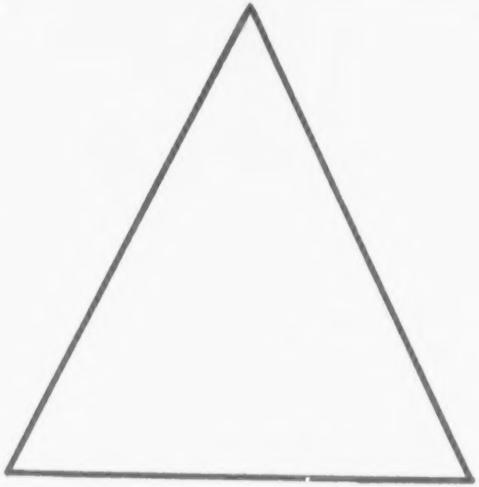
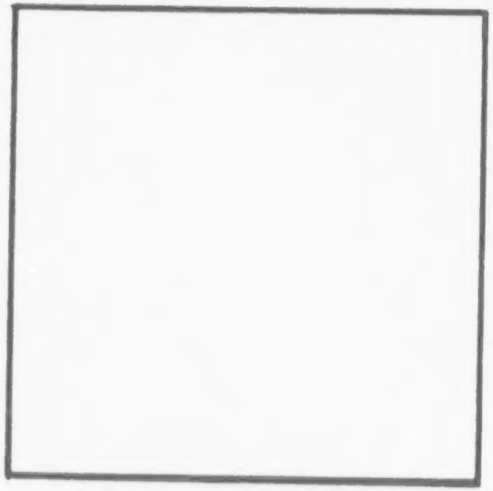
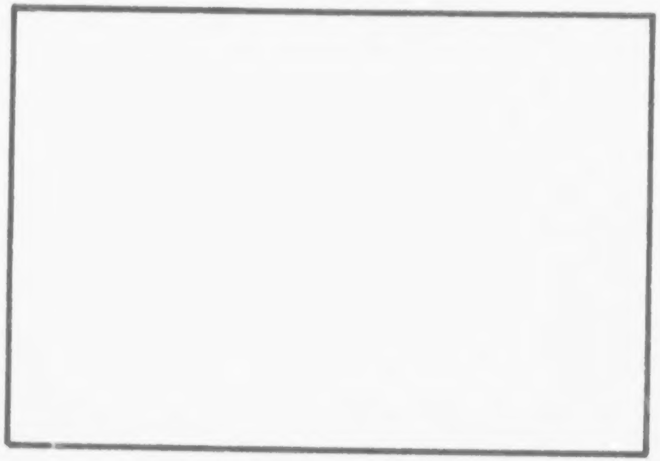


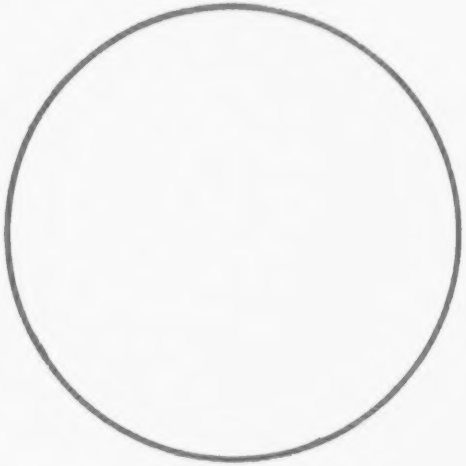
trianggulo



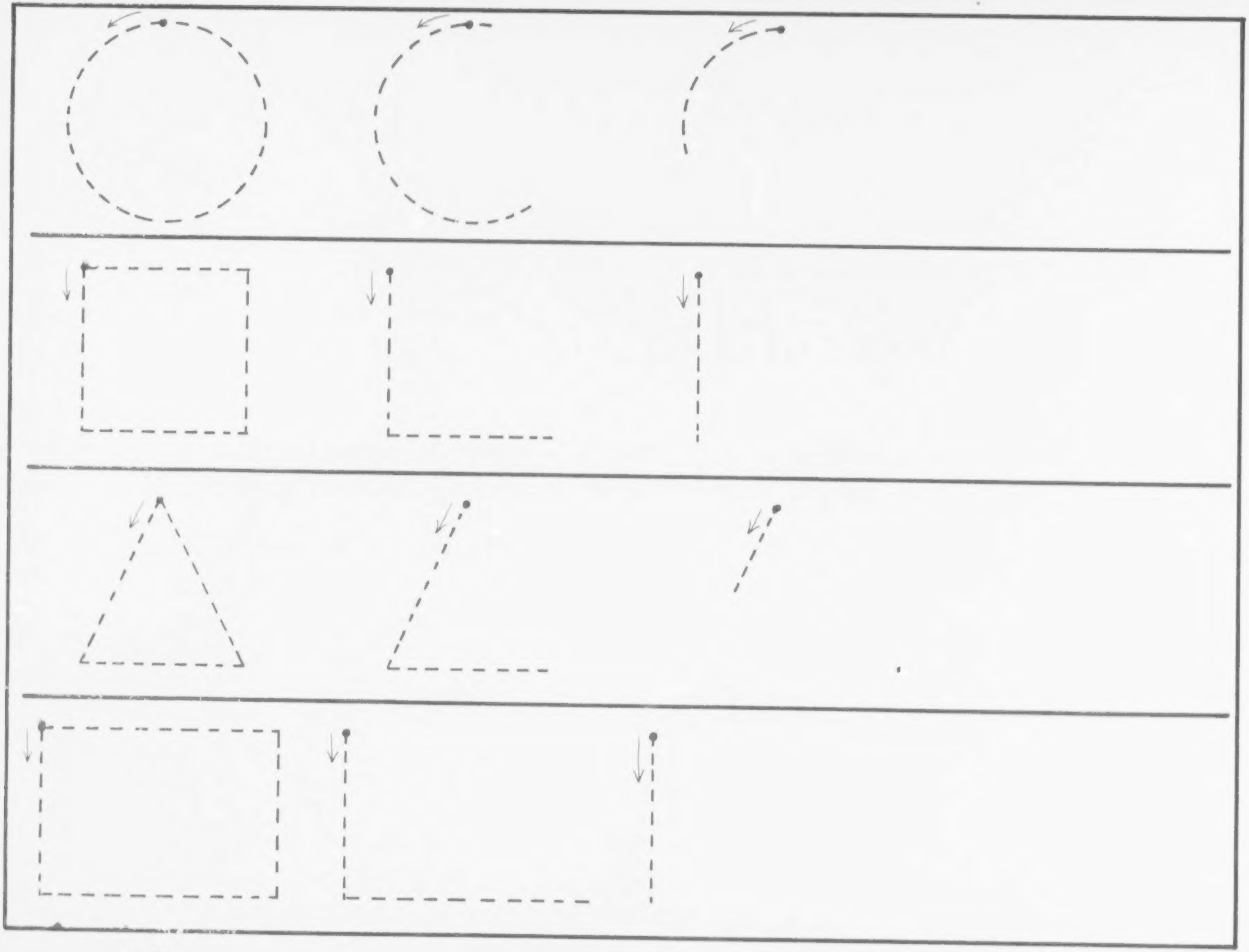
kuwadrado

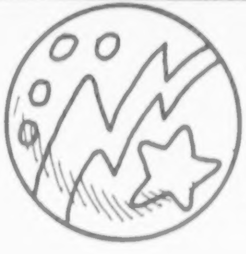


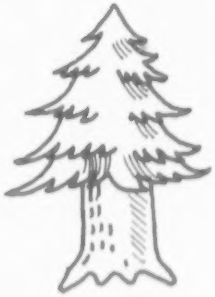
rektanggulo

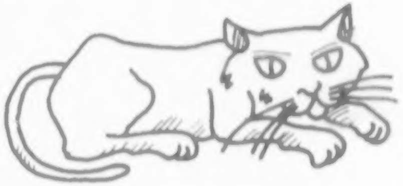


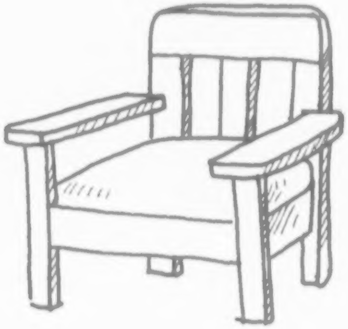
bilog

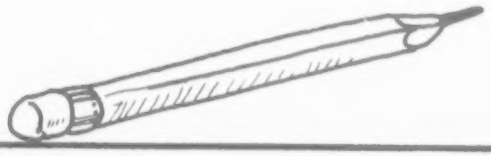












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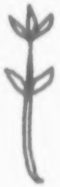

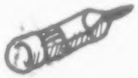

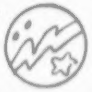

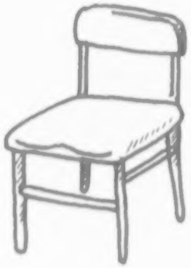

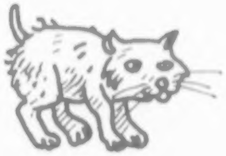

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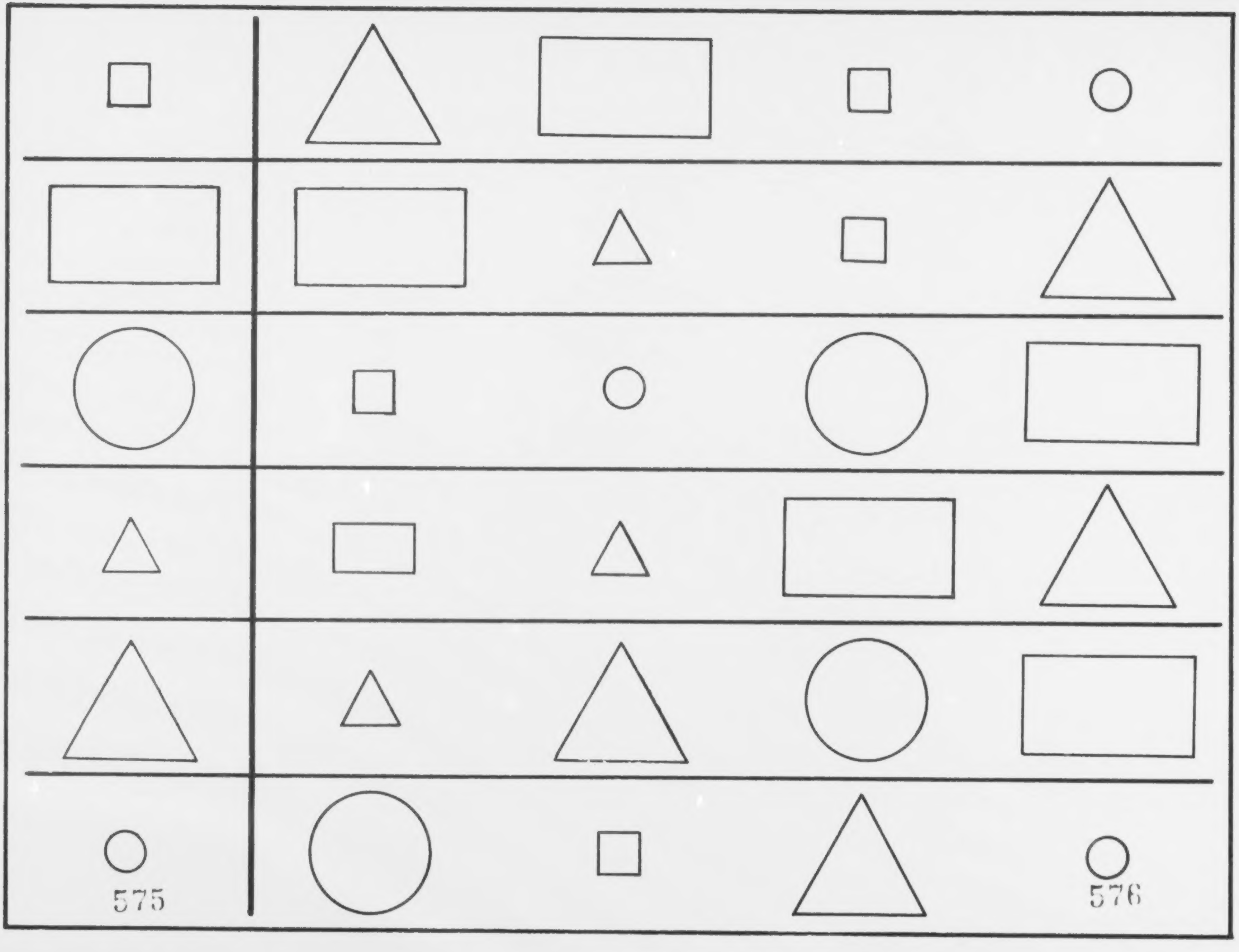
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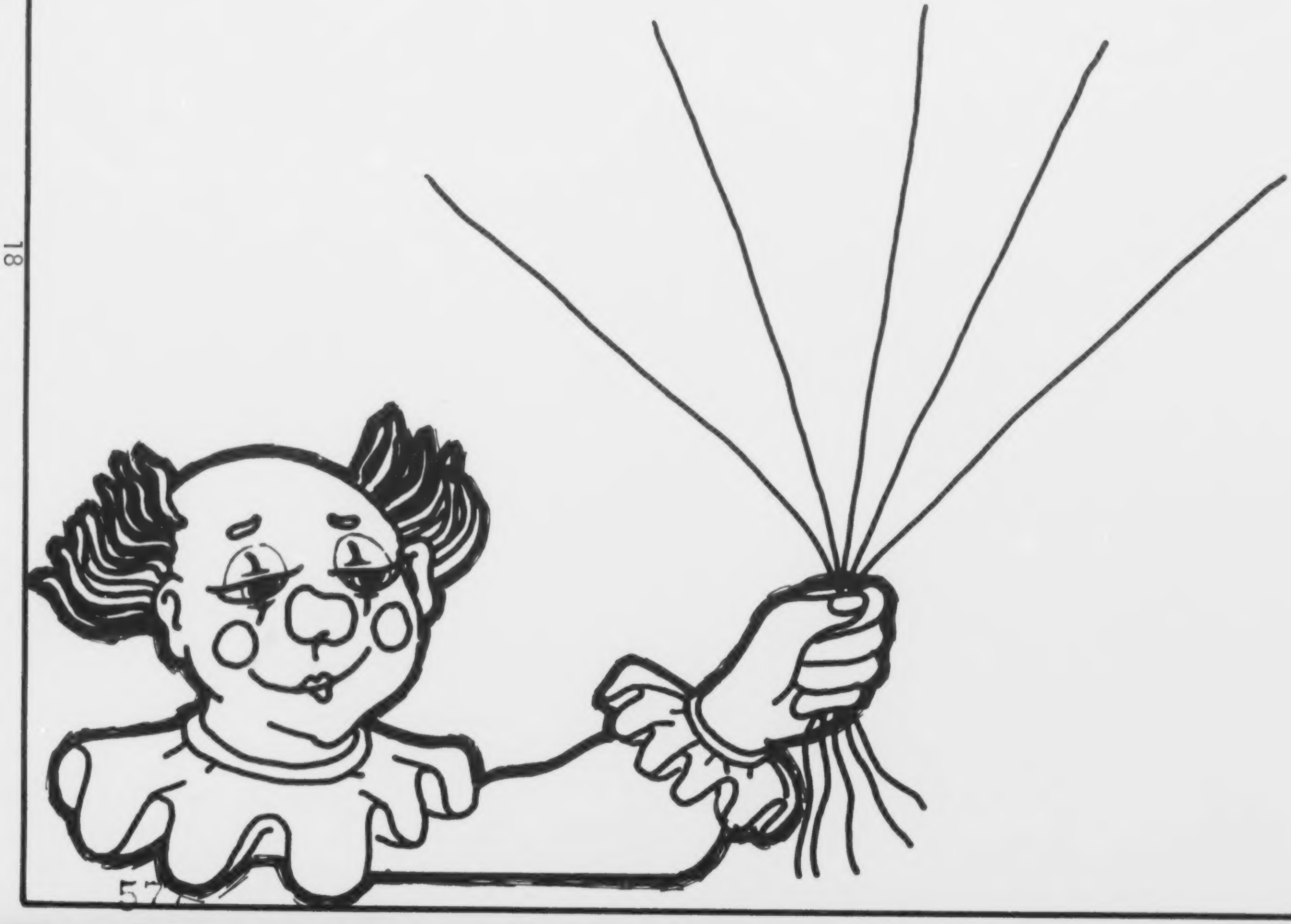

ang aking pangalan

ito ako

ang tatak ng
aking daliri

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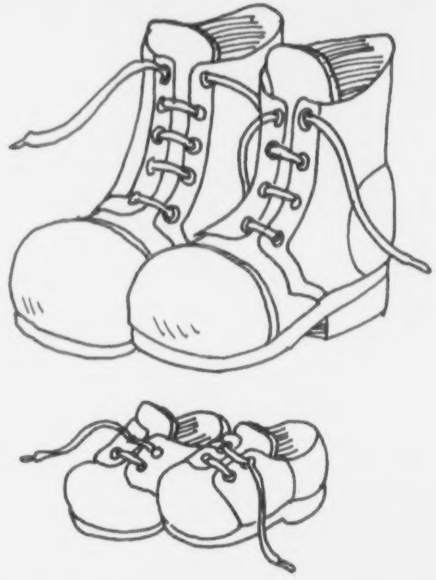

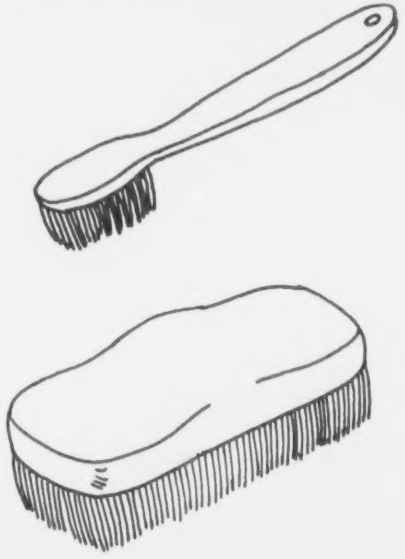

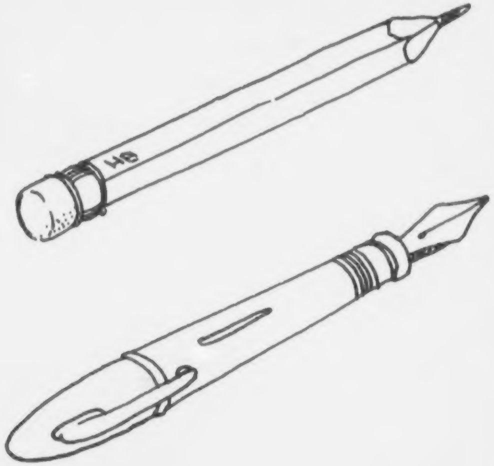

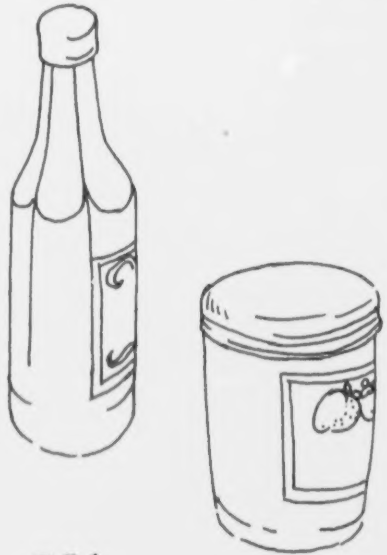

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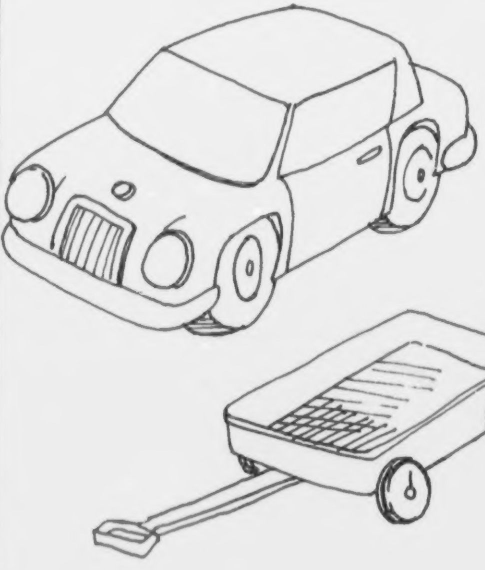

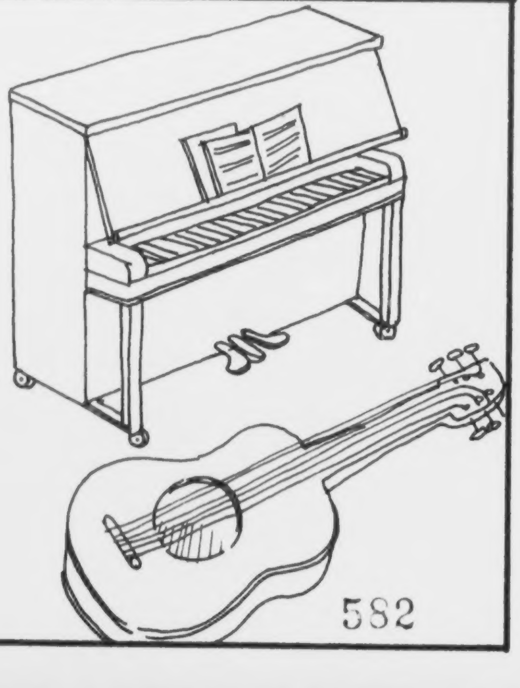

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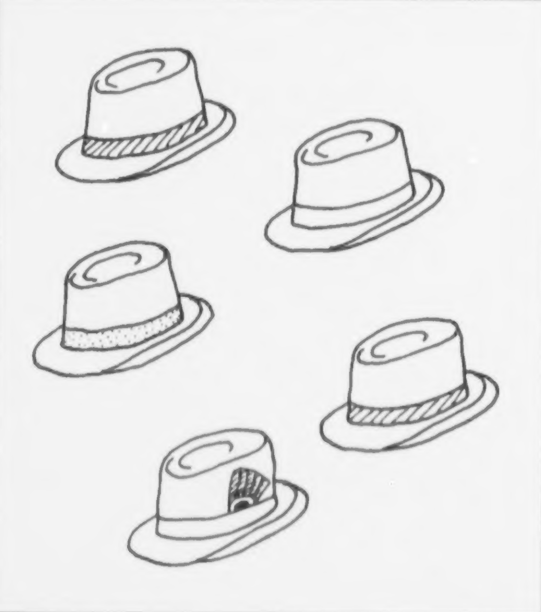

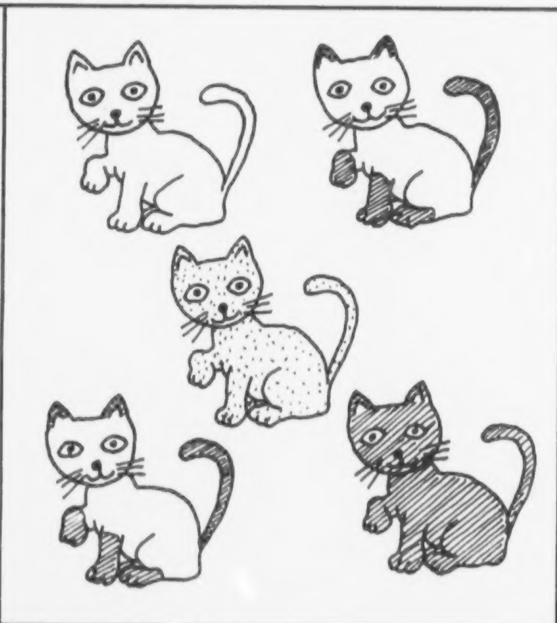

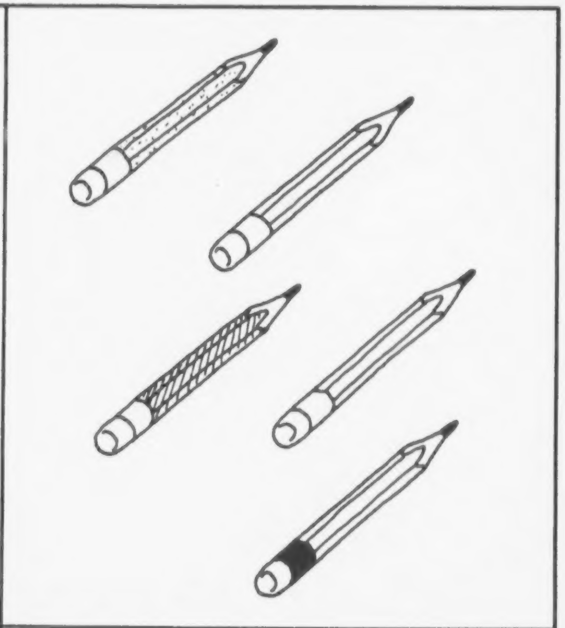

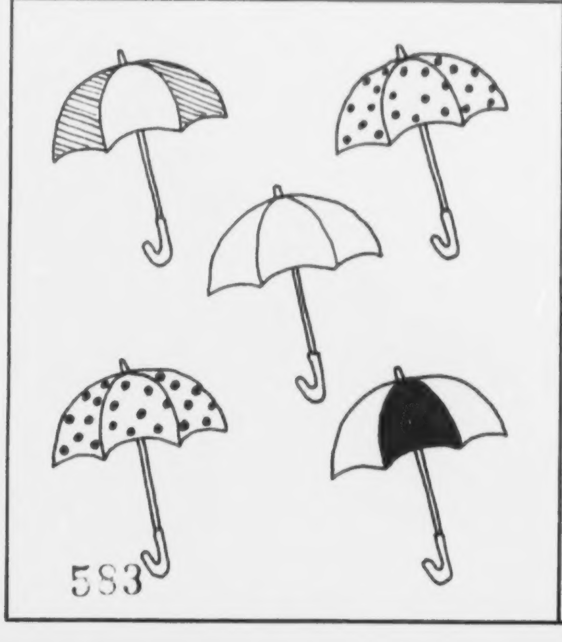

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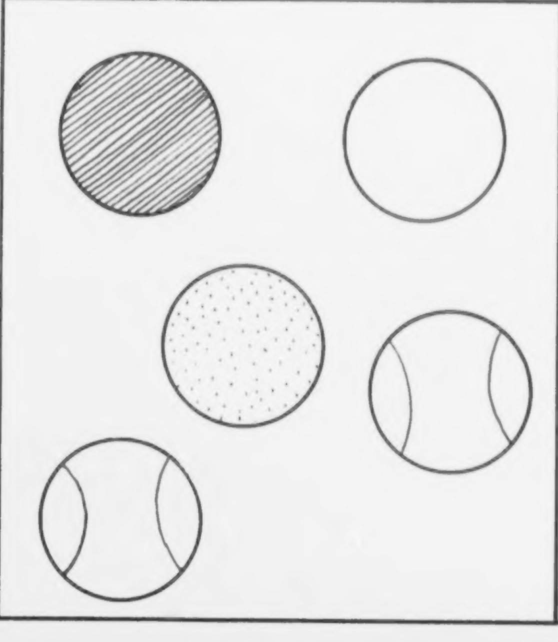

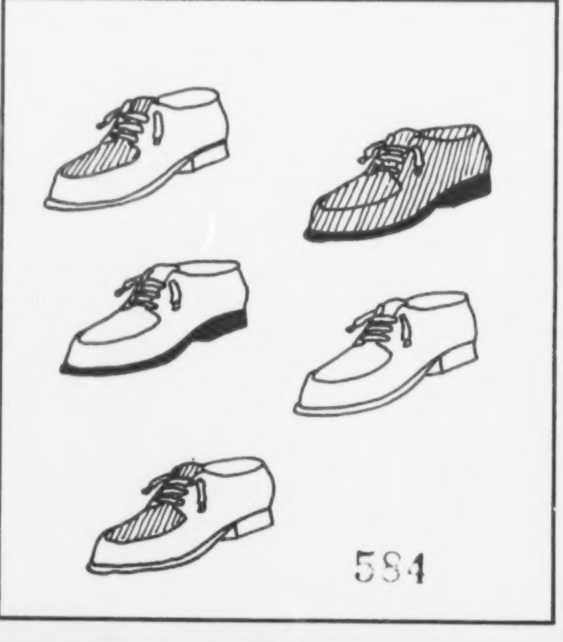

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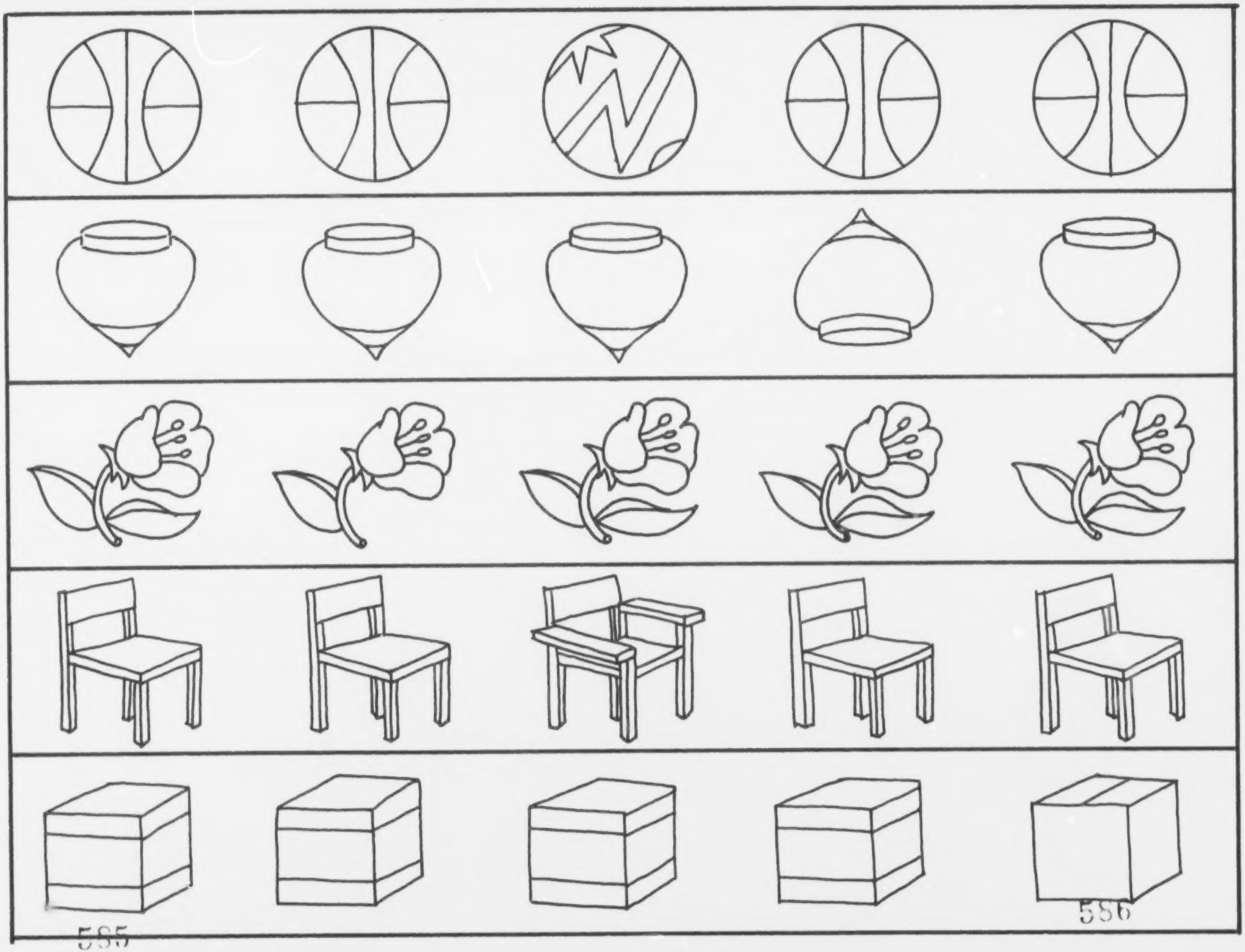
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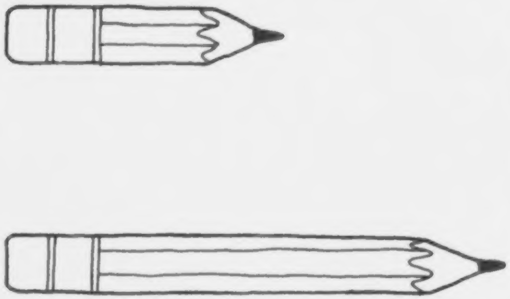

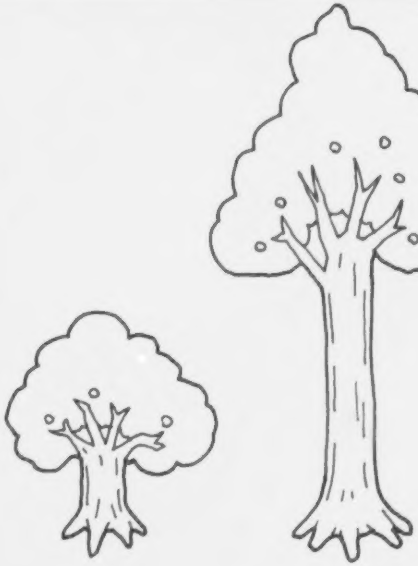

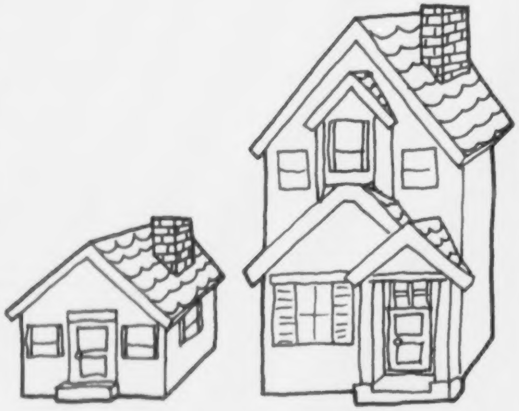

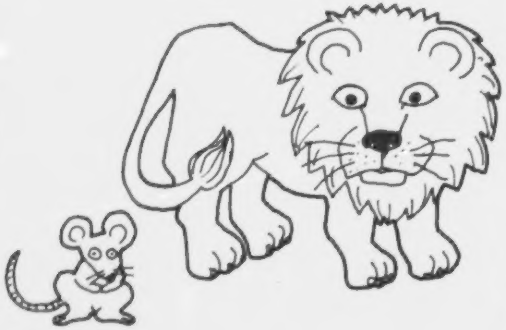

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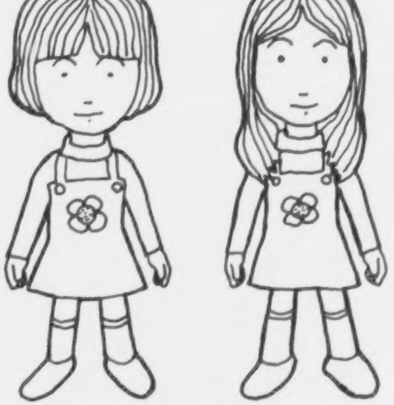

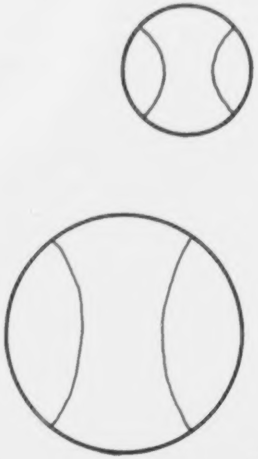

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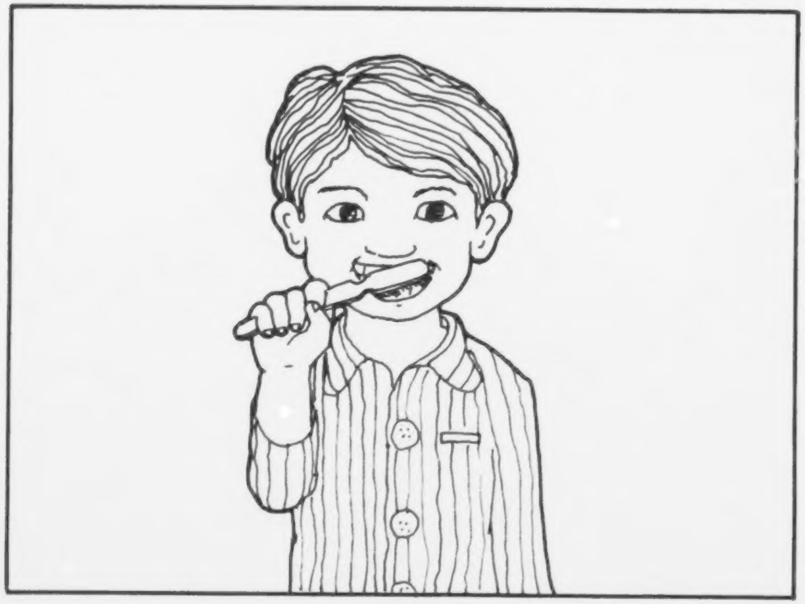

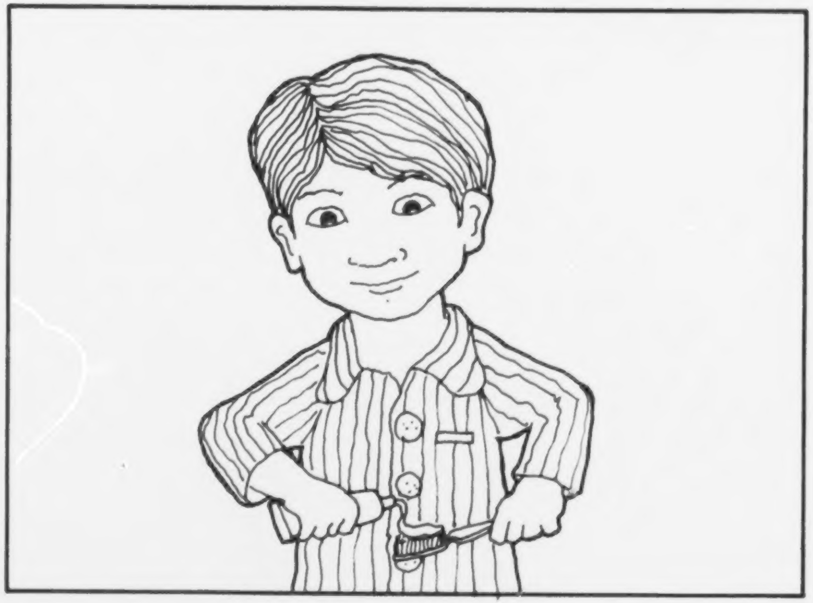

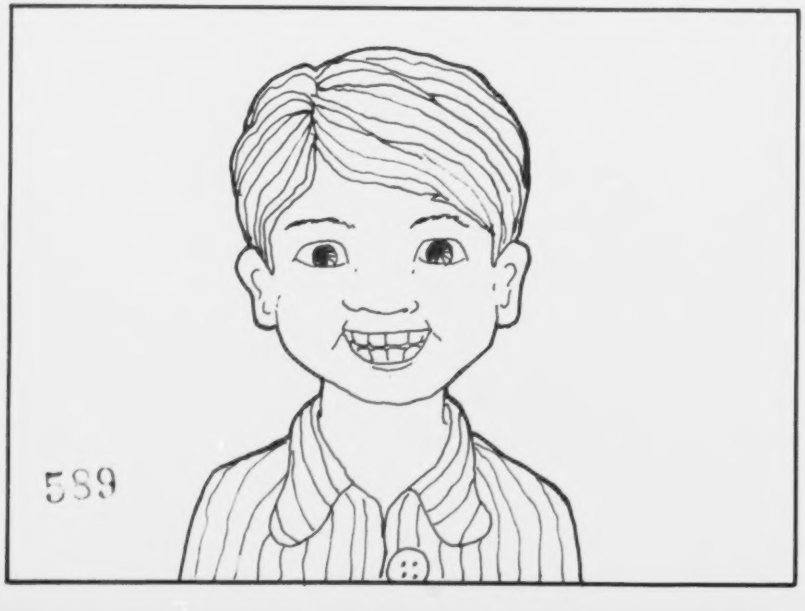

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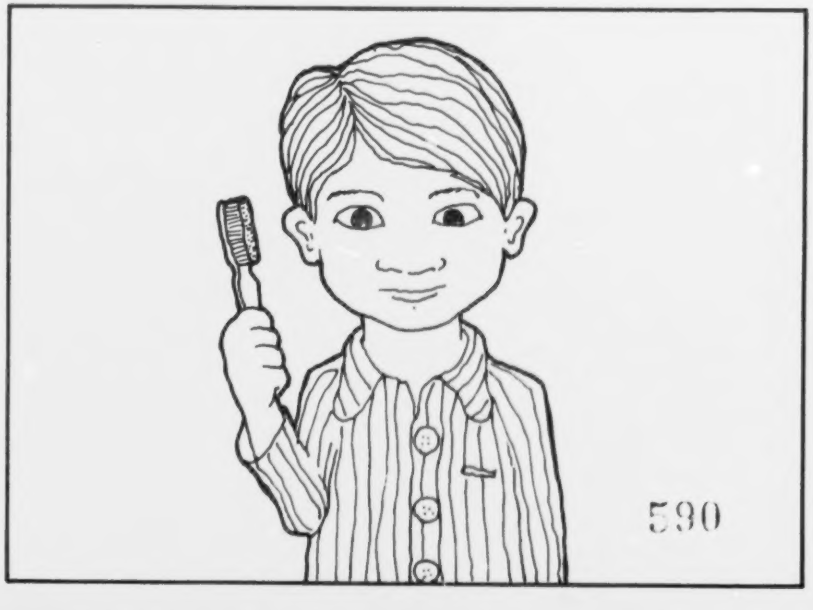

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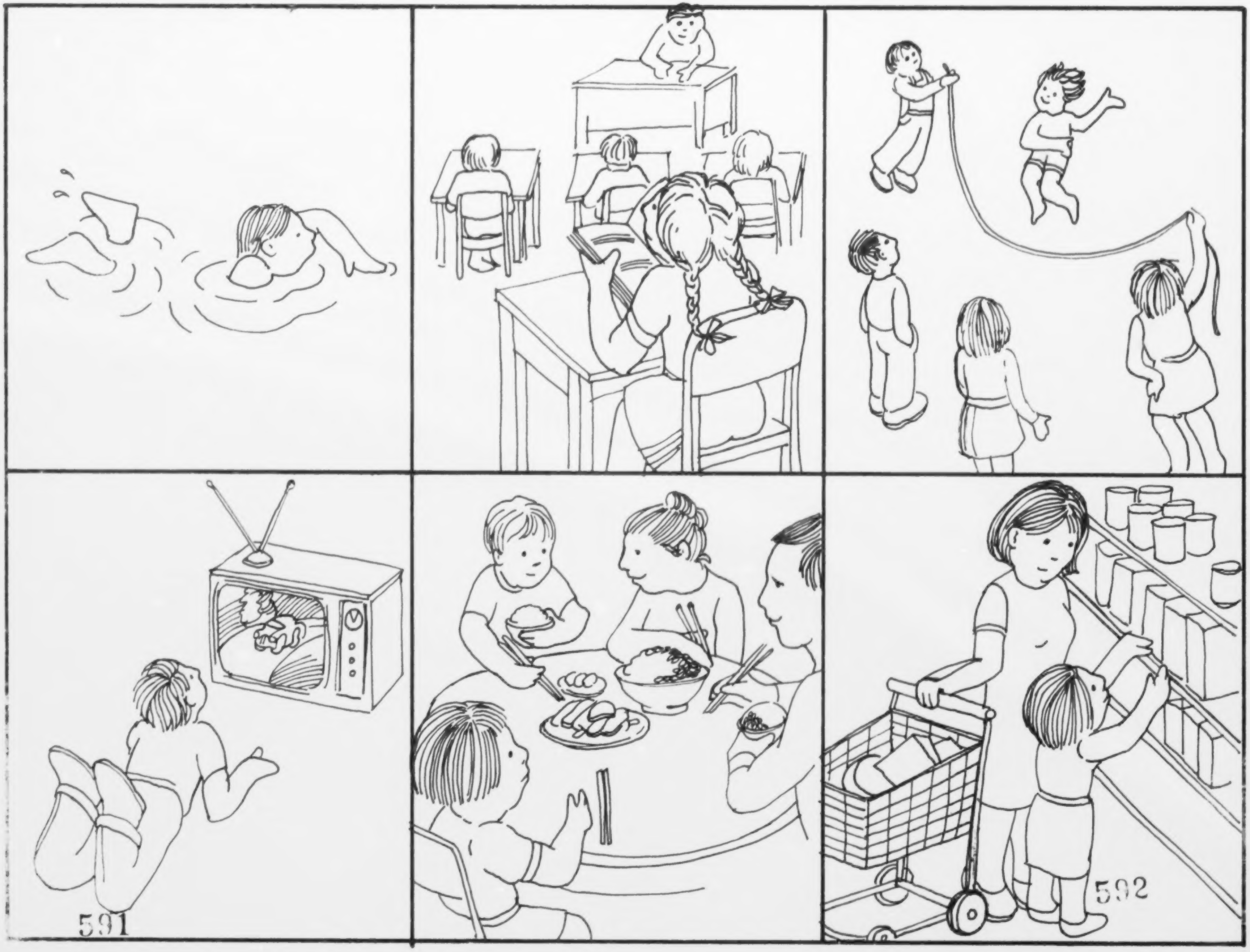
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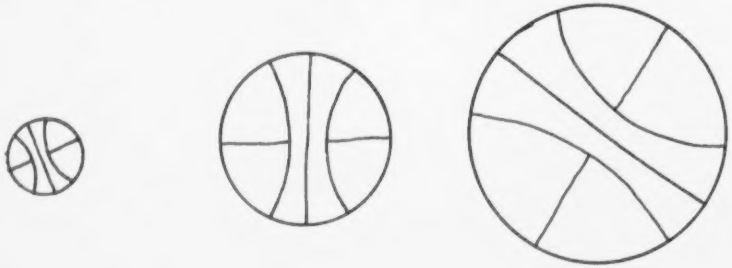

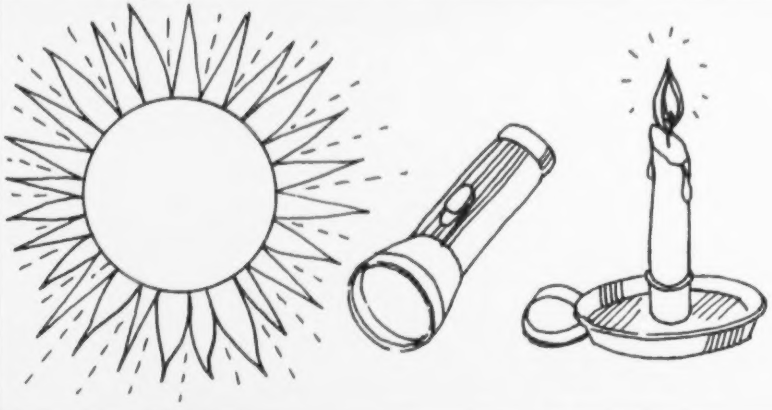

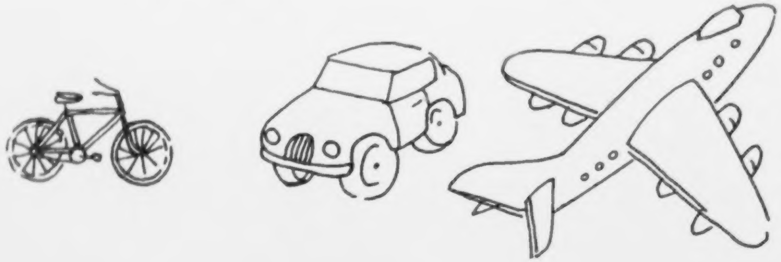

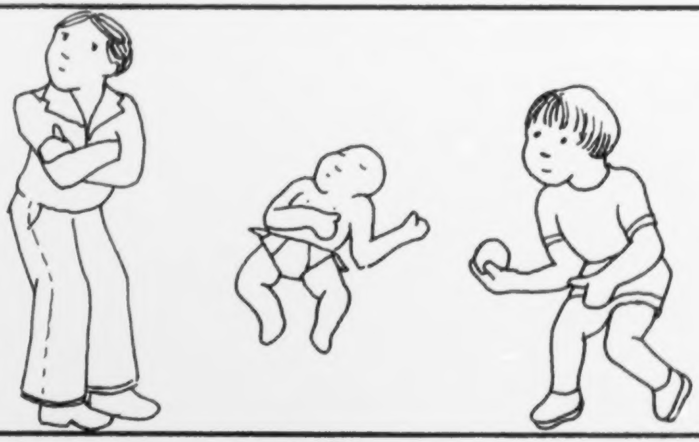

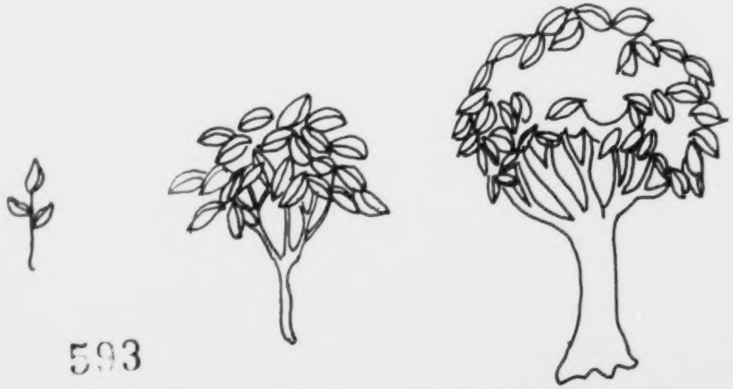

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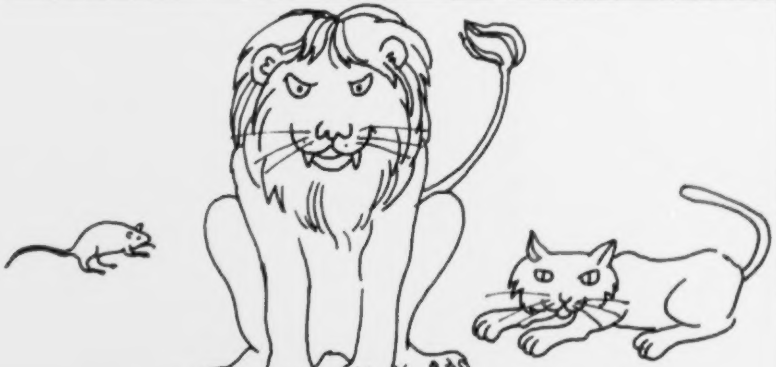

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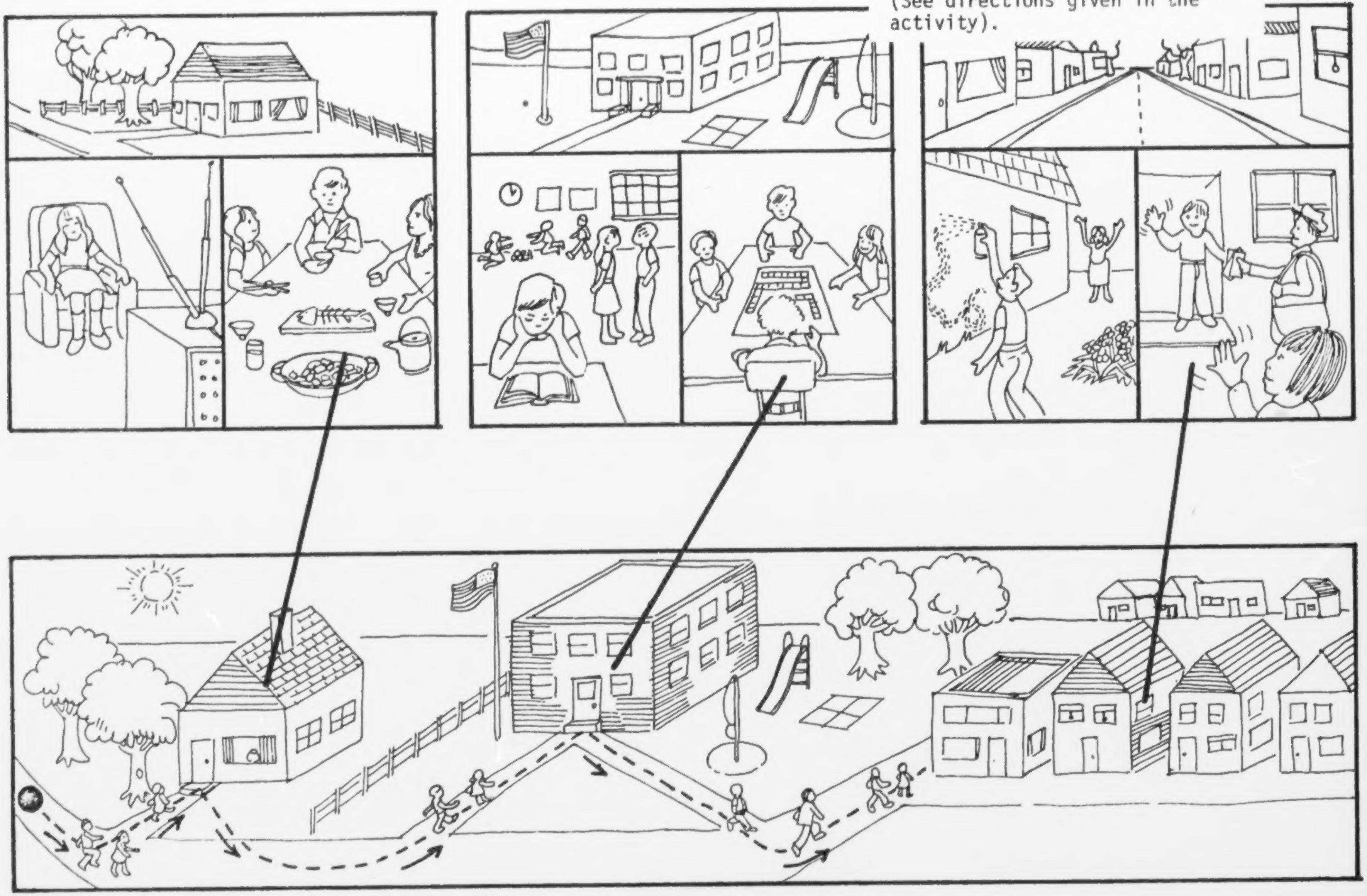
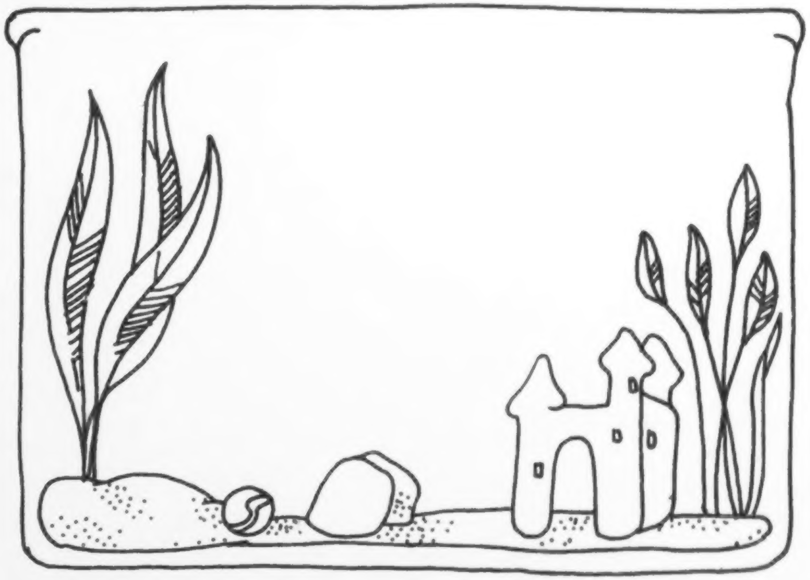
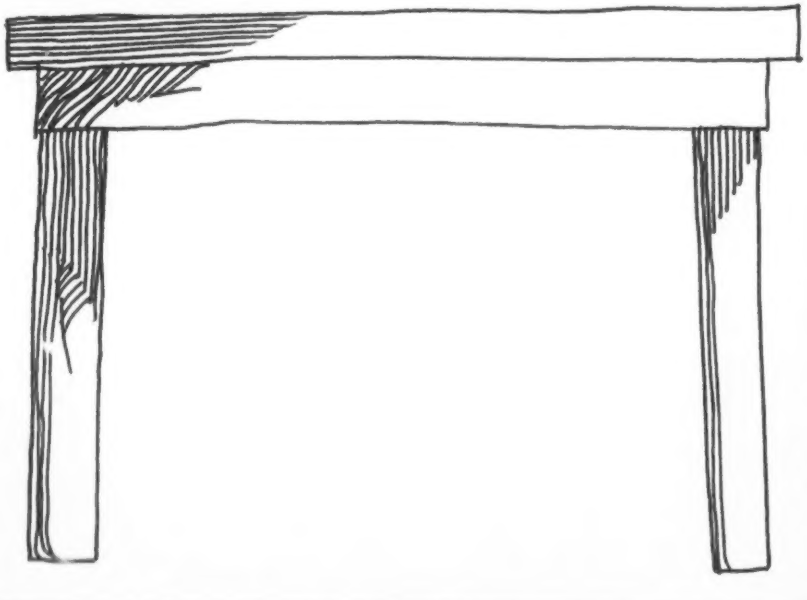
WE BELONG TO DIFFERENT GROUPS
Tayo'y kasapi sa iba't-ibang
pangkat Wk7D1

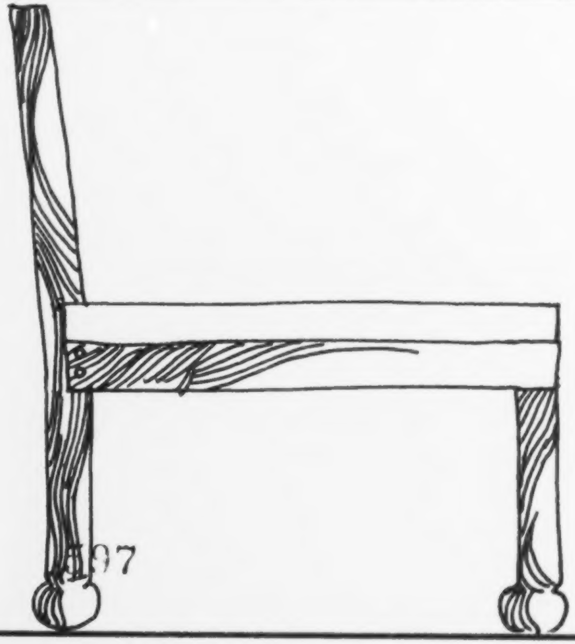
Directions:
(See directions given in the
activity).

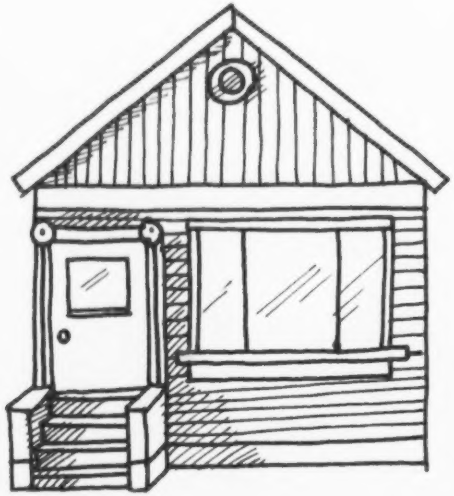


BEST COPY AVAILABLE









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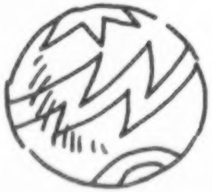

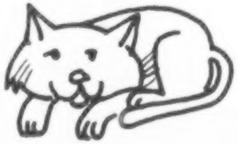

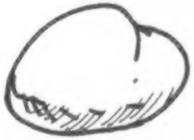

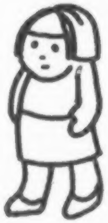

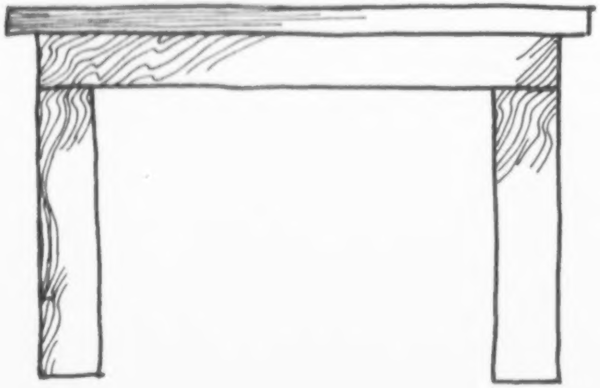

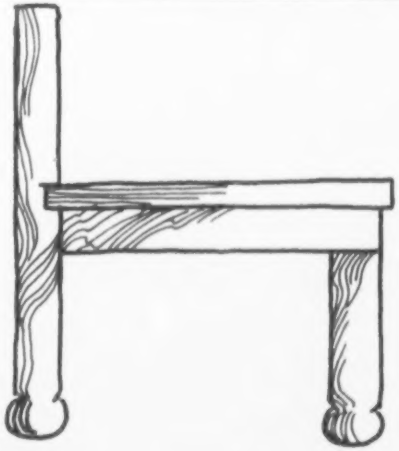

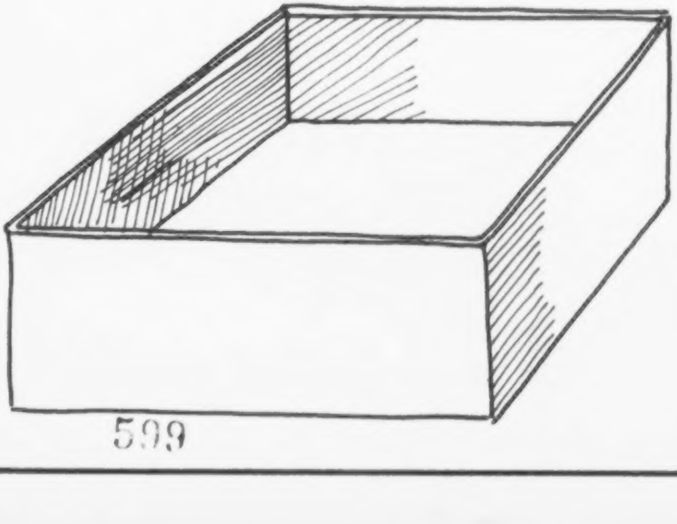

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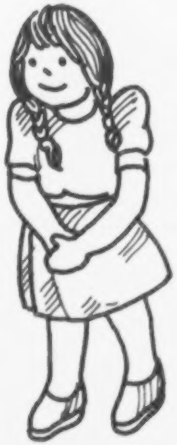

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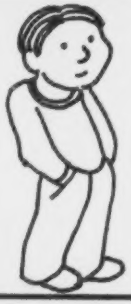
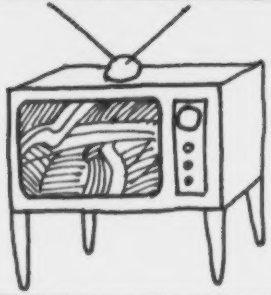
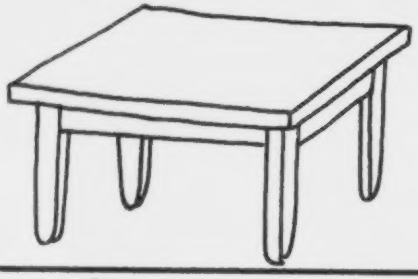

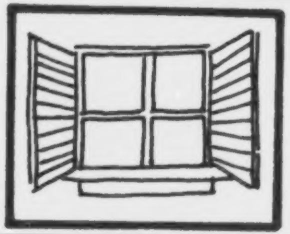
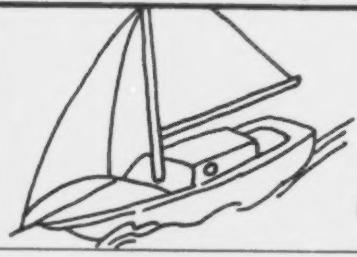
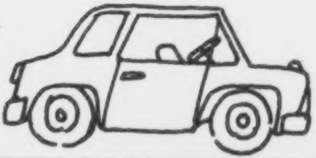
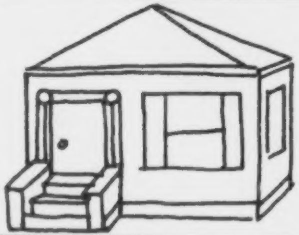
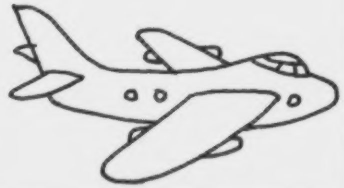

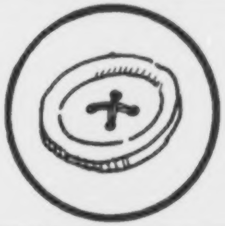
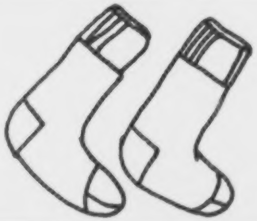
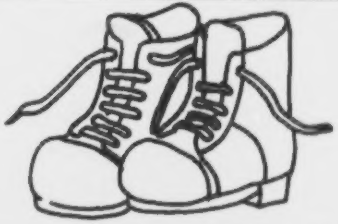
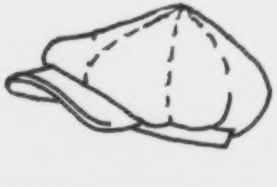
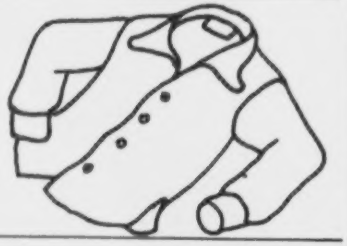

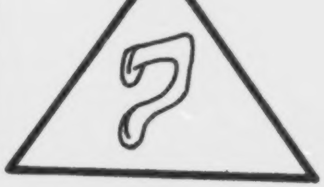
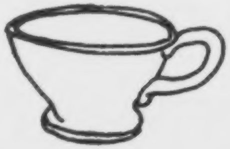
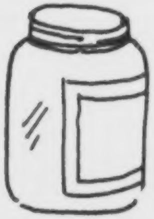
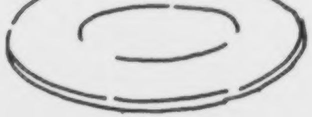
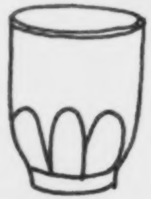

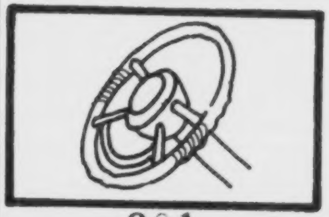
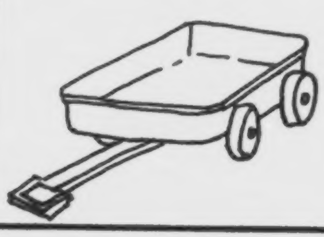
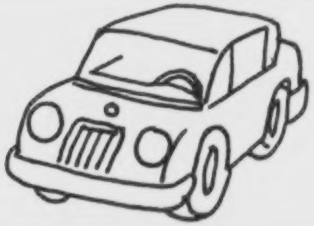
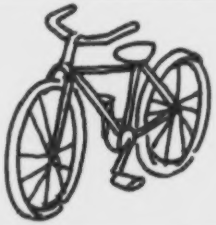
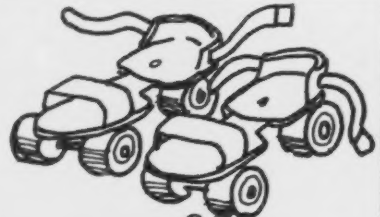

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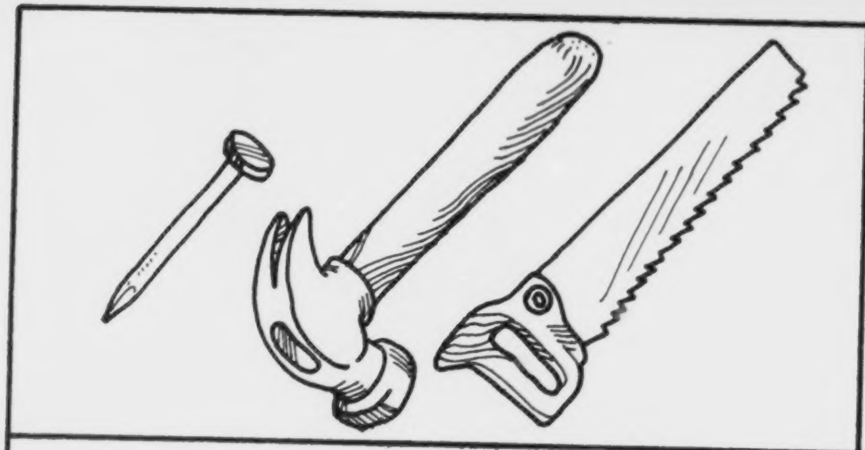

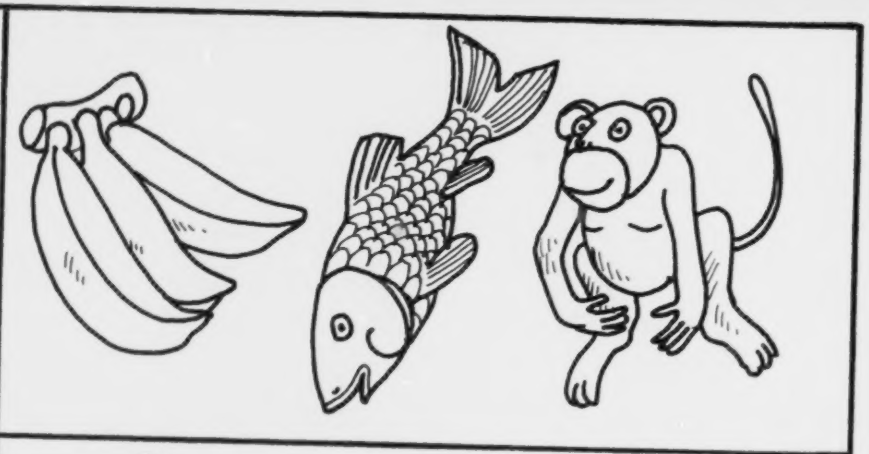

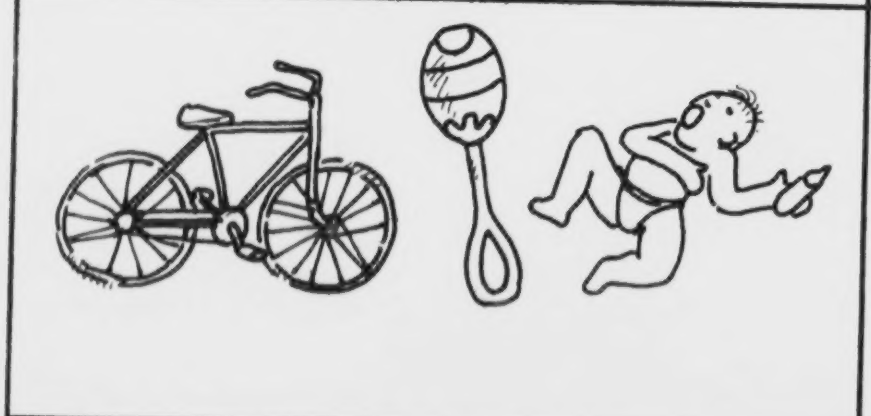

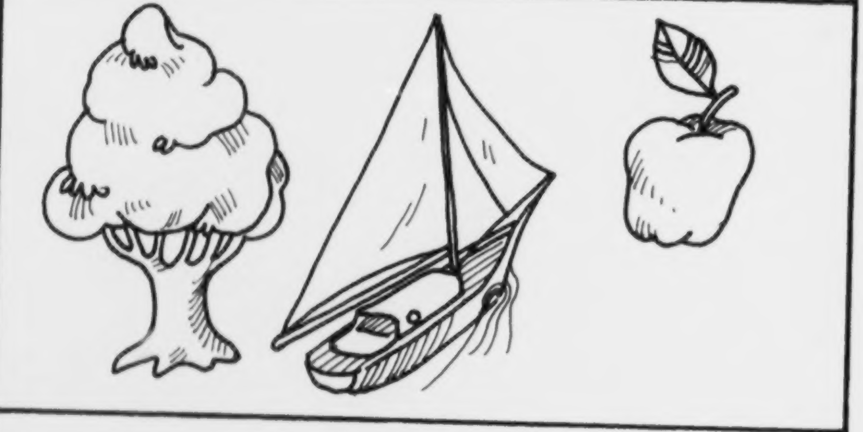

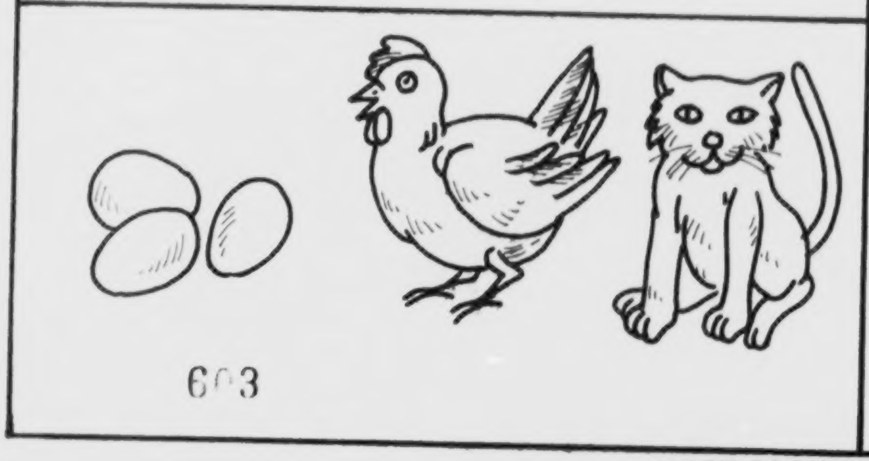

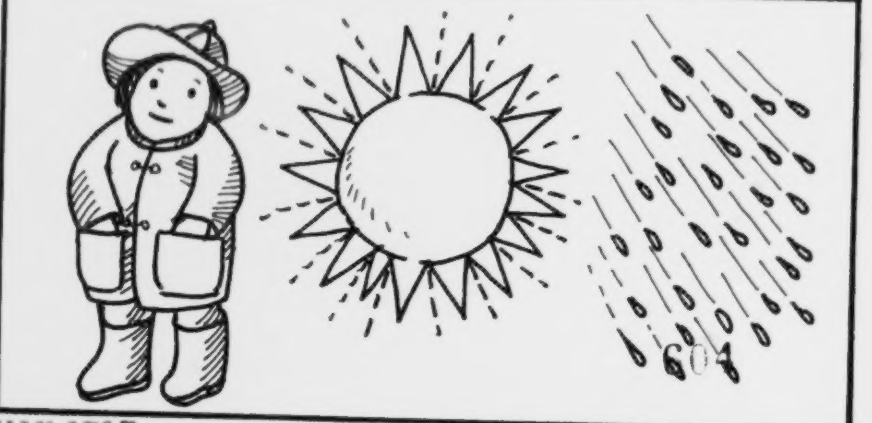

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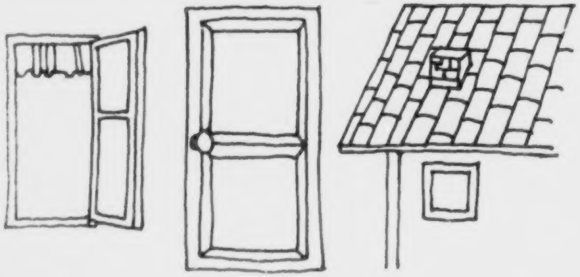

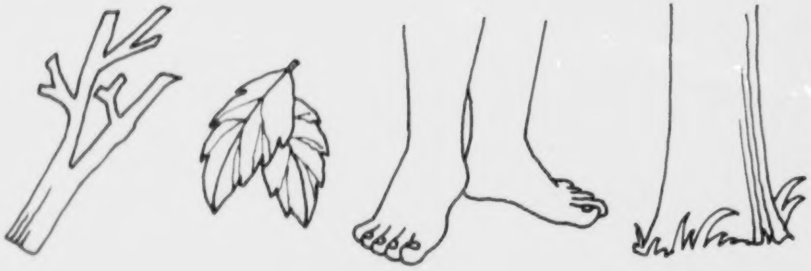

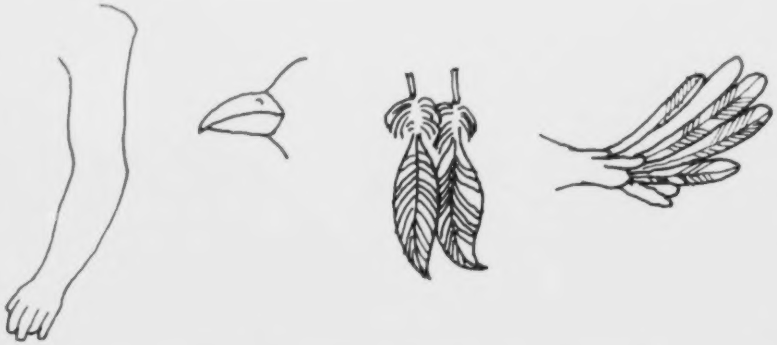

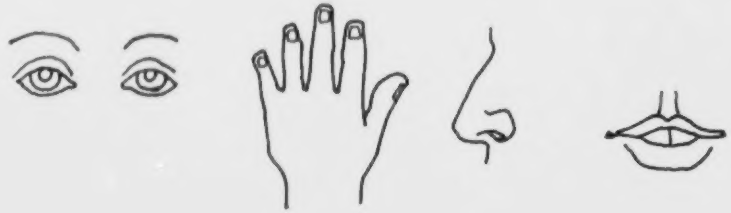

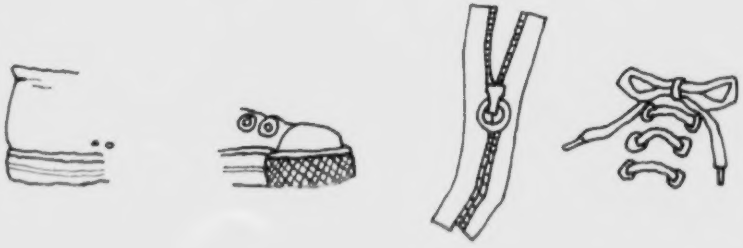

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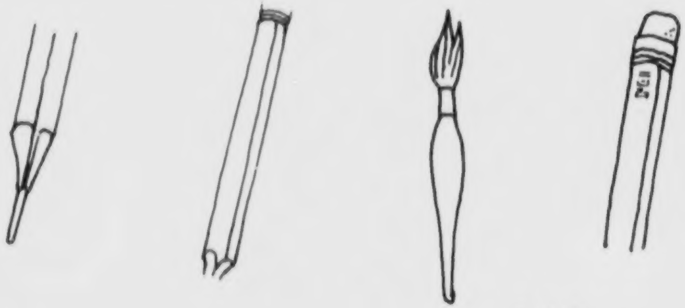

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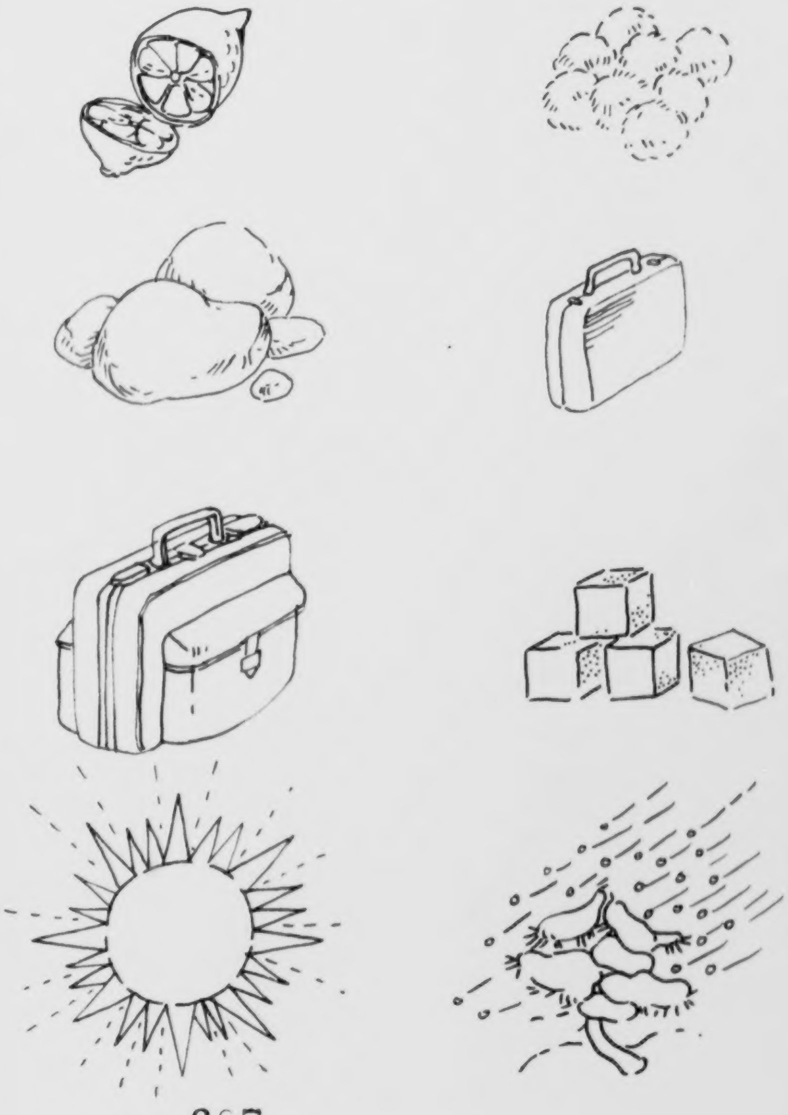

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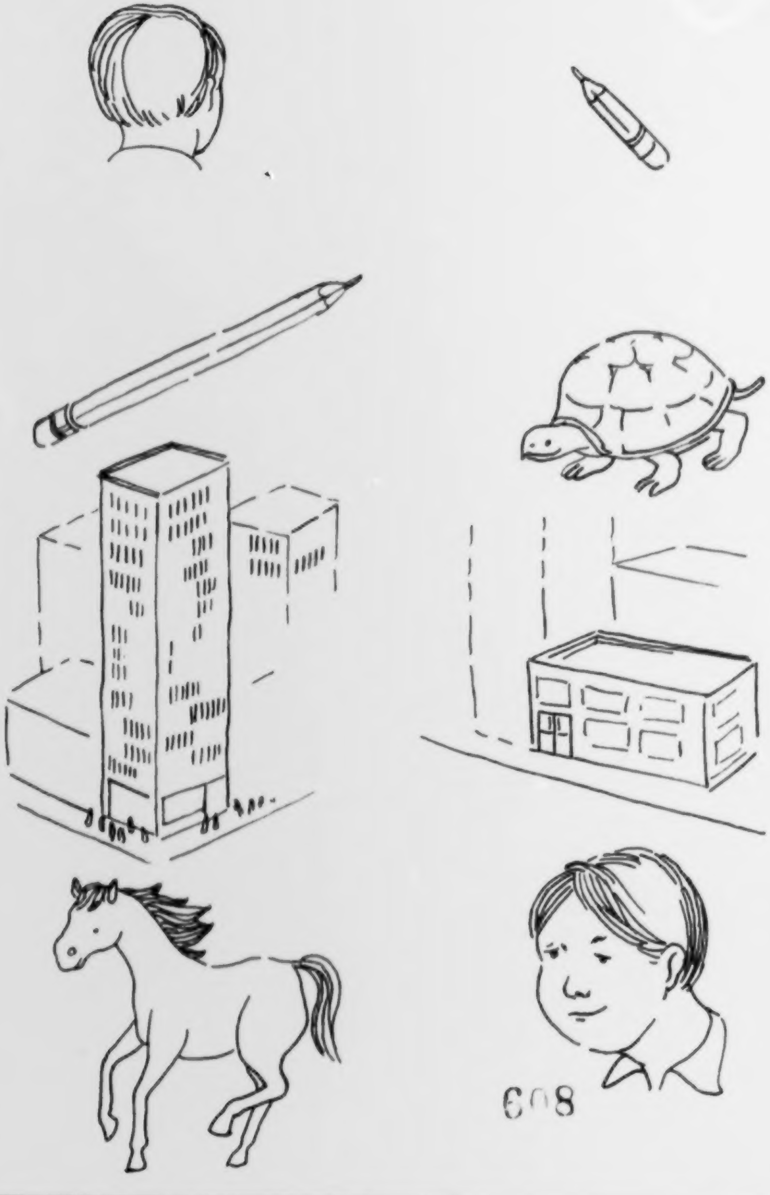

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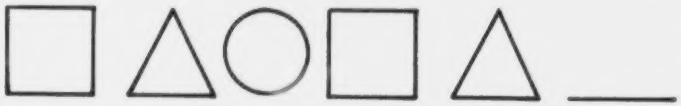

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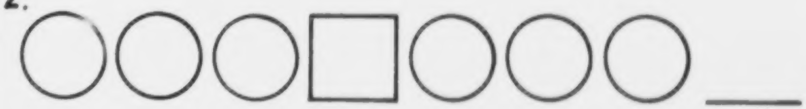

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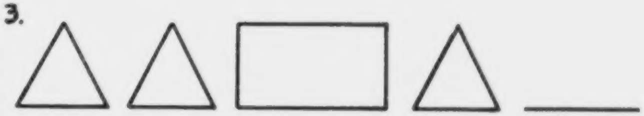

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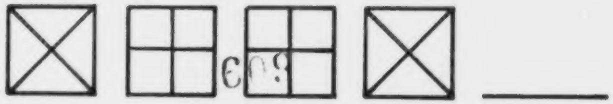

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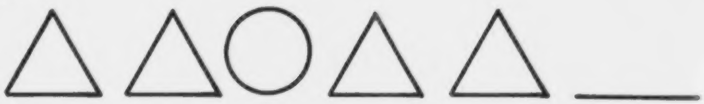

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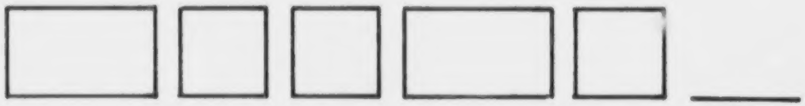

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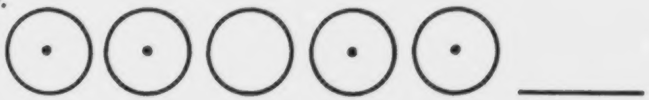

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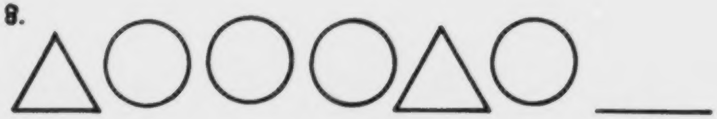

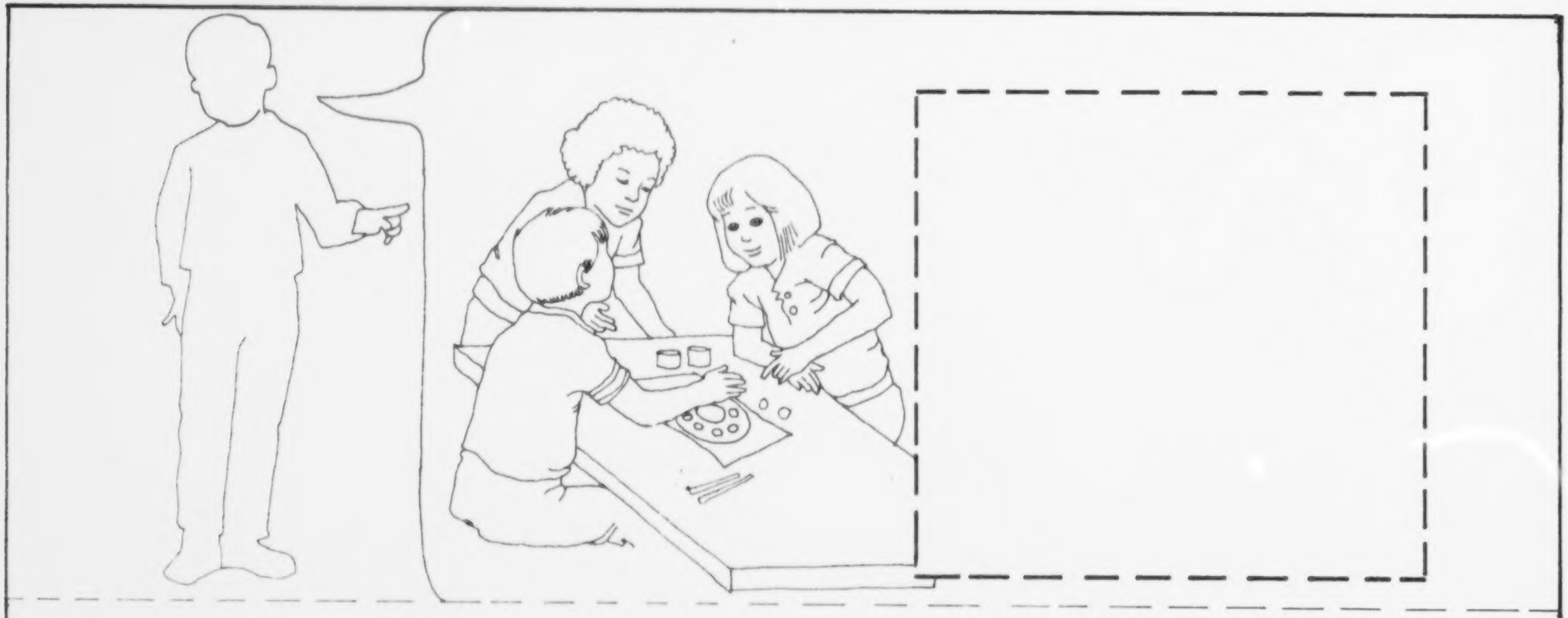

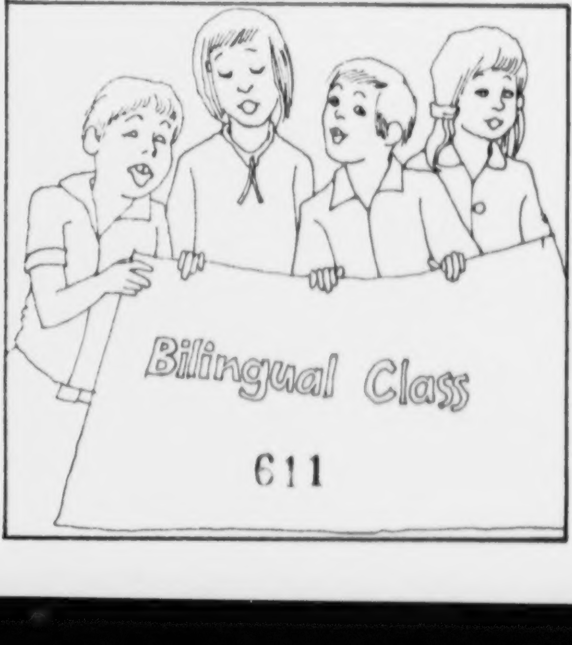
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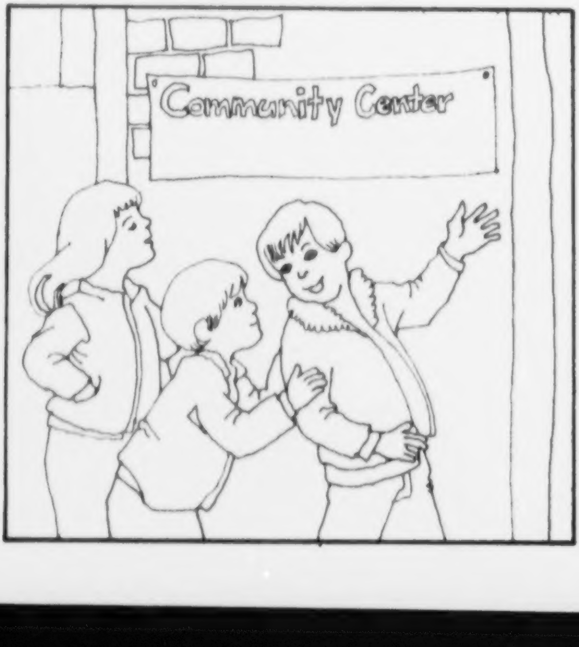
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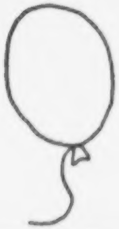
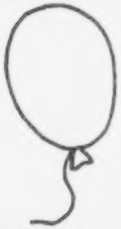
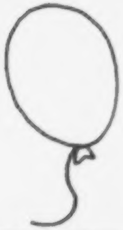
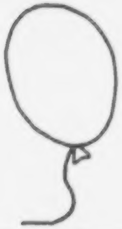
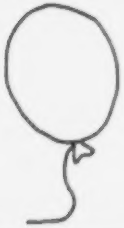

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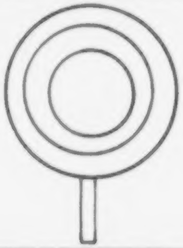
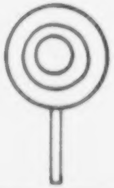
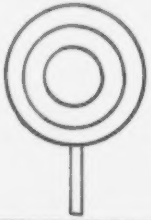

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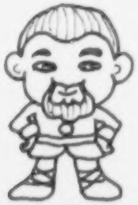
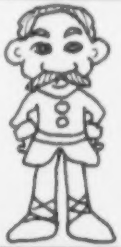
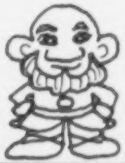

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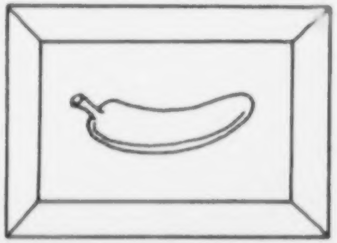
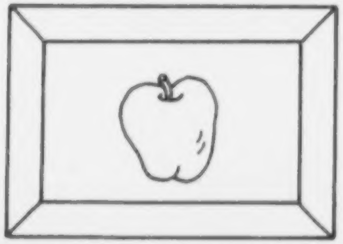
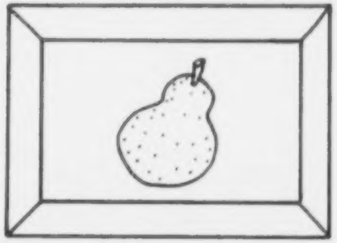

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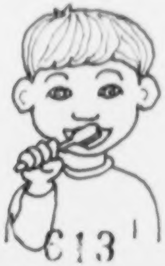
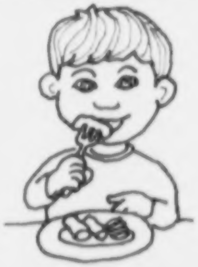
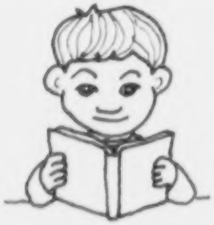
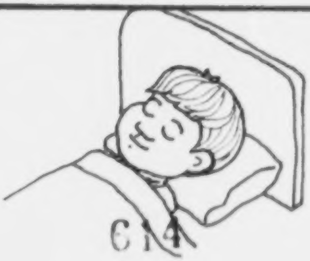

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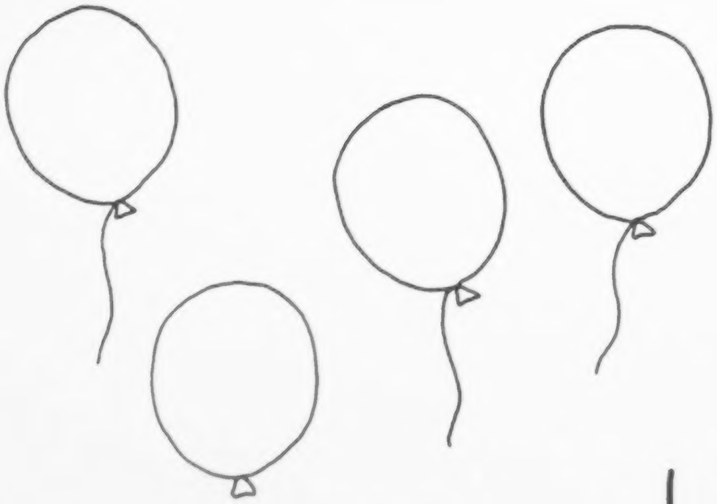

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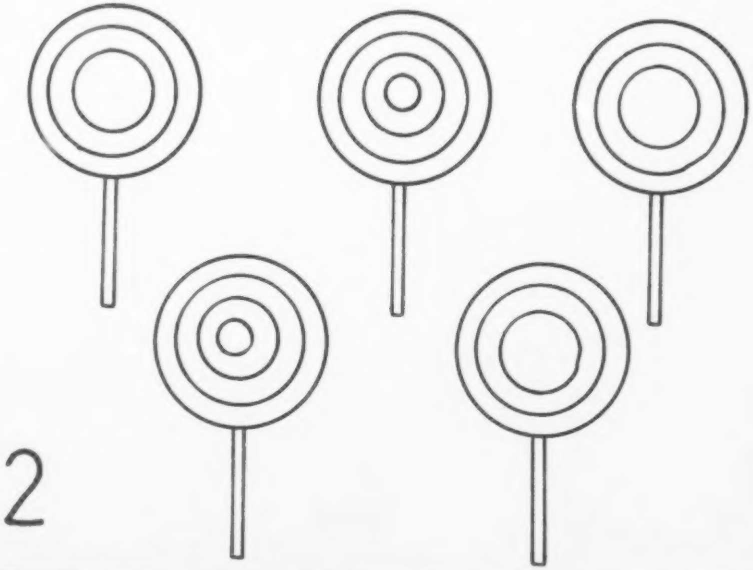

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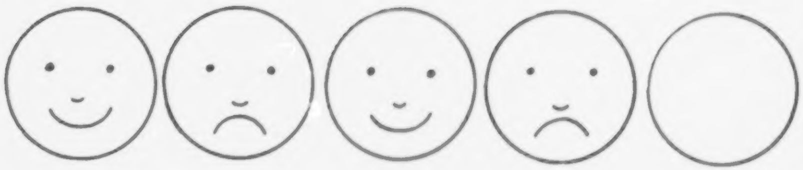

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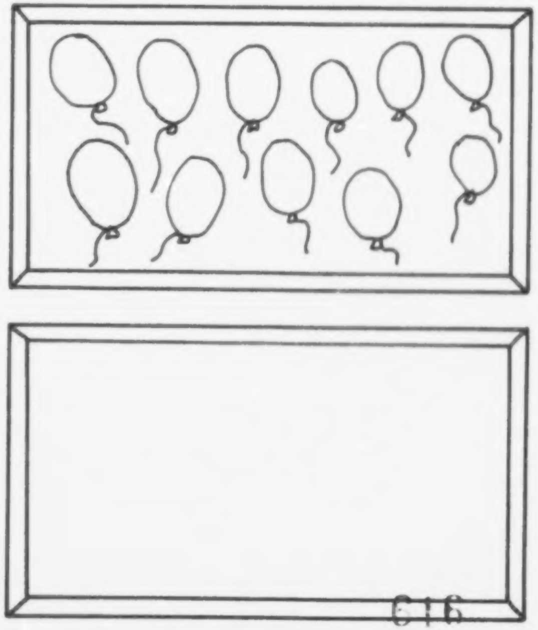

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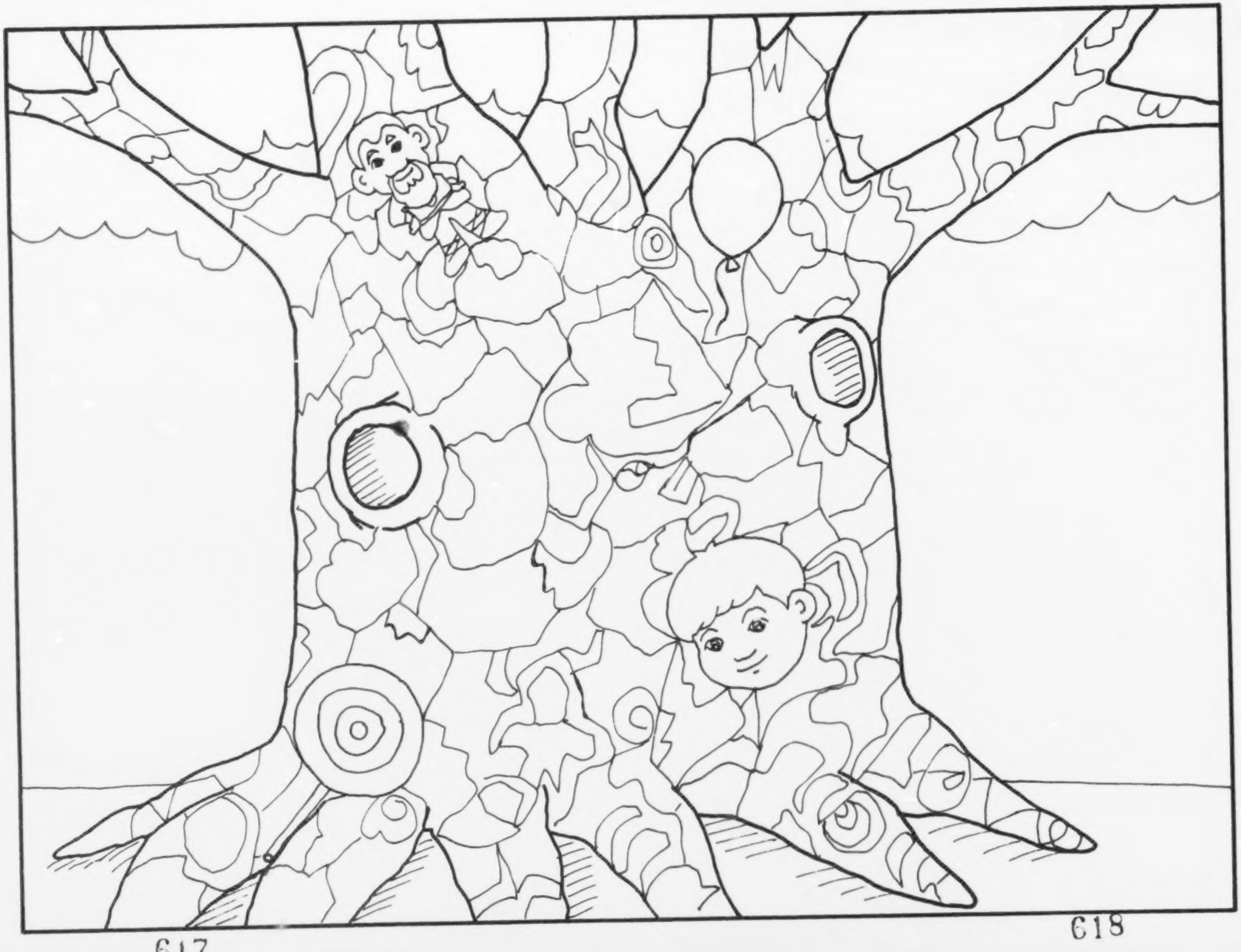

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